

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

REGULAR GOVERNING BOARD
MEETING AGENDA
Gravenstein School, Rm. 13

Tuesday, March 12, 2019
5:00 PM

I. CALL TO ORDER

Steven Schwartz, President
Gregory Appling, Clerk
Jim Horn, Trustee
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee

Jennifer Koelemeijer
(J Koelemeijer will be attending remotely from 1394 Limantour Rd. Pt. Reyes Station, CA)

II. PUBLIC COMMENTS

At this time the public may address the Board on any item not listed on the agenda. Presentations are limited to three minutes per person per topic. The Board may not respond to presentations. The public may address the Board on any item listed on the agenda at the time the matter is taken up by the Board.

III. REPORTS, AND ORAL COMMUNICATIONS

- A. Gravenstein Union Teachers' Association
- B. GSF/MPF
- C. Trustee Reports
 - 1. Trustee Committee Reports
- D. Facilities Report 7
- E. Hillcrest Principal Report
- F. Gravenstein Principal Report 9
- G. CBO Report
- H. Enrollment Report 13

IV. CONSENT AGENDA

ACTION ITEM

- A. Minutes of Regular Meeting Feb 12, 2019 15
- B. Minutes of Special Board Meetings Feb 20, 2019 & Feb 27, 2019 24
- C. Warrants/Payroll 29
- D. Vote for CSBA Region Delegate 38
- E. Approve contracts with enrichment providers: 42
 - 1. Mark Bradski (Mr. Science) Tri 3 \$16,200

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- 2. Spencer Burrows (Music) Tri 3 \$5,499.56
 - 3. Christine Cramer (Art) Tri 3 \$7,140
 - 4. Kristina Dorman (Visual Arts) Tri 3 \$1,760.00
 - 5. Paige Dumont (Coach Paige/Athletic movement) Tri 3 \$5,049.98
 - 6. Margo Perin (Poetry) Tri 3 \$5,400.00
 - 7. Nancy Prebilich (Drama) Tri 3 \$5,040.00
- F. Approve Individual Service Agreement with ANOVA Center for Education 57

V. GENERAL

A. Consider Next Steps in Rollout of Enrich! to All District TK-8th in 2019-20

Background:

At the Dec 12, 2018 GUSD Board meeting, the Board to action to approve the expansion of the Enrich! program to all District students, TK-8th grades, beginning in 2019-20.

The Board will receive reports from staff and input from stakeholders as we prepare for the rollout of the Enrich! program to all GUSD students beginning in 2019-20. The Board may give staff direction and take action on items that require Board approval (e.g. marketing; hiring; purchases of curriculum or equipment over \$15,000).

- Principal. reports on staff collaboration (e.g. ERD, Staff mtgs)
- Board will be asked to give direction on marketing next steps

Action taken/comments:

Motion _____ Second _____ Vote _____

B. Discuss and Consider Approval for Hiring of Interim Superintendent 59

Discuss steps to be taken and process for the selection of an Interim Superintendent for the GUSD to serve until June 30, 2019.

Action taken/comments:

Motion _____ Second _____ Vote _____

C. Approve creation and posting of a job description for the hiring of the next Superintendent of the Gravenstein Union School District

Approve the posting of a job description and create a timeline. Discuss the creation of a hiring committee to lead the search for the new Superintendent of the GUSD.

Action taken/comments:

Motion _____ Second _____ Vote _____

D. Review & Approve Second Interim Budget

The Board is asked to approve the Second Interim Budget as presented by the District CBO.

Action taken/comments:

Motion _____ Second _____ Vote _____

E. Approve Single Plan for Student Achievement (SPSA)

61

The Board will be asked to approve the Single Plan for Student Achievement for the 2018-2019 school year. The SPSA includes grade level goals and strategies developed by the certificated staff and approved by the School Site Council, intended to increase student proficiency in Language Arts and Math.

Action taken/comments:

Motion _____ Second _____ Vote _____

F. Approval of Consolidated Application

100

The Board will be asked to Approve the Consolidated Application as presented by CBO Wanda Holden.

Action taken/comments:

Motion _____ Second _____ Vote _____

G. Approval of the District Safety Plan

111

The Board will be asked to approve the District Safety Plan that was created and approved by the GUSD School Site Council in February 2019.

Action taken/comments:

Motion _____ Second _____ Vote _____

H. Consider Adoption of Board Policy - BP 3050 Student Wellness

154

The board is asked to consider adopting Board Policy 3050, using the latest CSBA template

Action taken/comments:

Motion _____ Second _____ Vote _____

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I. Approve Increase in Substitute Teacher Pay Scale and job classifications that require a substitute

174

To keep the GUSD competitive with surrounding districts and to deal with the lack of substitutes available to our schools, the Board will be asked to approve an increase in the substitute teacher daily rate. The Board will also be asked to approve the use of certificated substitutes for vital classified jobs when there are absences.

Action taken/comments:

Motion _____ Second _____ Vote _____

VI. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

VII. CLOSED SESSION

A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

1) Conference with Labor Negotiator

District Negotiator: Jim Horn / Gregory Appling

Represented Employees: Gravenstein Union Teachers Assoc.

2) Public Employee- Hiring:

1) Teaching Assistant - 1.0 FTE (M. Young)

2) Increase hours of M. Quirke to a 1.0 FTE

3) Further discussion regarding salary for Gravenstein Principal percentage increase to a 1.0 FTE on the administrative salary schedule that was approved at the February 20th, 2019 GUSD Board Meeting

4) Consider increasing Gravenstein School / District Secretary salary to be commensurate to the employee's job duties and experience

5) Consider increasing Gravenstein School / District Secretary Substitute Stipend

6) Acceptance of Employee Resignations

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- 7) Public Employee – Discipline/Dismissal/Release
 - Resolution #191203-01- Release Temporary Certificated Staff
 - Resolution #191203-02- Non-Reelection of Probationary Certificated Employees
- 8) Student Discipline Issue
- 9) Approve MOU with GUTA for approval of Bargaining Unit Members for retroactive approval and acceptance of units
- 10) Appointment of Interim Superintendent for the remainder of the 2018-2019 school year.

VIII. OPEN SESSION

- A. Any reportable action taken during closed session shall be reported when the Board comes back into open session.

IX. FUTURE BOARD MEETINGS:

- I. Next Regular Board Meeting: Tuesday, April 9, 2019—5 p.m.

X. ADJOURNMENT

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Keri Pugno, Principal , Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

Gravenstein Phase III Update

Change order for siding replacement at MPR has been approved. AXIA is filing a CCD(Construction Change Document) to DSA for approval. Work is anticipated to start in April.

Gravenstein

Gathering one more bid for window coverings at Gravenstein. Price is to be anticipated less than \$60,000.00 within our CUPCCAA Informal bid limit.

Prop 39 Lighting Improvements at Gravenstein and Hillcrest

LED lighting is nearly complete at both campuses. This project consists of changing all fluorescent or incandescent lights with LED lighting.

Camera Surveillance Consideration

I met with a couple of vendors and got some feedback to consider. There would need to be infrastructure upgrades with running conduit to place cameras in locations to be determined. It was suggested that we sit down as a district team and consider exactly how many cameras we would want and where. Cameras themselves roughly run around \$200.00 a unit, then there would be a need for a recorder which is around \$1000.00.

A good piece of information I thought was helpful was suggested to start with an Arlo camera setup which is a fairly inexpensive wireless setup to where we could experiment with placements and effectiveness. We could then get some better information on how many we would really need and locations, if we pursue a more permanent setup.

Window Coverings at Hillcrest

Are scheduled to get installed to be over the spring break. Lead time on the material has taken longer than originally expected due to the volume of the order and the availability from the manufacturer Hunter Douglas.

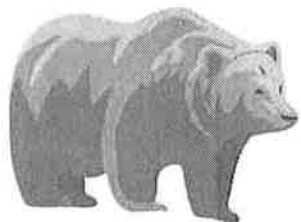
Annual Fire Alarm Testing

Our annual fire alarm testing is scheduled to take place over spring break 21st and 22nd for both campuses. This consists of testing all fire alarm devices on the fire alarm systems to ensure they are all functional. The work is being performed by Santa Rosa Fire Equipment.

Solar Update

For Gravenstein, AXIA is working with DSA regarding getting the approval to change the flat panel setup to tilt the solar arrays ten degrees for optimal effectiveness. We had hoped that this project would be happening in the spring, but the DSA process been difficult to gain this approval.

The Hillcrest solar project has been approved by DSA and is still scheduled for summer.



Gravenstein Elementary School Principal's Report- March 2019

Keri Pugno

March Character Trait- Imagination

grade	Spirit Day	Assembly	Class Project	"I Messages"
Led by TK/K Team	Dr. Seuss Week (a theme for each day)	Read-a-thon kick-off Assembly on 3/7/19 TK/K-hosted assembly later in month	Read-a-thon Leprechaun Traps STEAM activities	I can use my imagination to solve problems.

Highlights since last board meeting

- **Book Fair:** It is a teacher's dream to see how excited our students were to come and preview/purchase new books. Early estimates indicate another successful book fair! A **huge** thank you goes out to Lori Jones (GSF president) and all of the volunteers who made this event such a success. Their time, organization, and energy is appreciated!



- **5th grade students attend Hillcrest Orientation:** On 2/28/19, Gravenstein 5th grade students combined the school trip to Hillcrest to see the drama production with an Orientation. Students met the 6th Grade Team, heard a presentation by Principal Deeths, took a campus tour, and enjoyed lunch recess on the middle school campus.

- **NGSS Curriculum Update/Planning:** Three teachers (Megan Gorman- grade 5; Alicia Barrera- grade 3; Debbie Candau- grade 1) joined me for a morning at SCOE to learn more about the process for screening and adopting new NGSS-aligned curriculum. After an initial committee screening, our team members reached out to multiple publishing companies and requested sample materials. We are currently in the process of reviewing these programs. Some of the key components that we are comparing include the inclusion of print materials (student textbook and/or workbook), availability of online teacher and student resources, quality of labs and comprehensive supply kits.



Upcoming Events

Assessments

- CAASPP Testing Window established as April 29-May 24
 - Interim Assessments (CAASPP-provided practice tests) allow students to experience the same format, wording, and available tools/resources. The scores are immediately available!
- Grade 5 Physical Fitness Test to be given in Spring.

Field Trips

- All 5th grade attending single-day science extension field trip to Willowcreek Watershed (two classes to reschedule due to high water from flooding)
- All 4th grade attending overnight trips in February and March
- All 3rd grade visiting the Lawrence Hall of Science



Events

- **Read-a-thon, March 11-22**
- **Open House:** Open House is held from 5:00-6:00 and is an opportunity for students to show their parents the many projects accomplished throughout the year
 - A. April 17 (Wednesday) for grades 2/3
 - B. April 24 (Wednesday) for grades 4/5
 - C. April 25 (Thursday) for grades TK/K/1

Teacher Evaluation Update

- Probationary: All required observations and post-observation conferences for this year have been completed. All probationary evaluation conferences have been completed. (By contract, evaluation conferences for probationary teachers must be completed 45 calendar days prior to the end of the school year.)
- Tenured: All required observations and post-observation conferences for this year have been completed. Evaluation conferences for tenured teachers are still to be held. (By contract, evaluation conferences for tenured teachers must be completed 30 calendar days prior to the end of the school year.)

Progress on 3-5 Recess Yard Recommendations

- Met with Brian to discuss natural play options
- Brian contacted RESIG to discuss safety issues
- Established on-site meeting for 3/9/19 with RESIG to discuss space, materials, safety considerations.

Enrollment Projections for 2019-2020 (updated 3/6/19)

- Current GUSD Student Intent-to-Return Forms have been returned
- Anticipate drop in overall campus enrollment as exiting 5th grade is 94 and maximum enrolling Kindergarten is 84.

TK	K	1	2	3	4	5	Total
14 (+4 from waitlist)	72	79	77	76	77	83	482

Enrollment Decisions

- Class size recommendations for 2019-2020
 - TK: 18 students
 - Grades K-3: 21 students
 - Grades 4-5: 26 students
- Met with TK/K team on 3/6/19 to discuss projections and gather input
 - 4 K classes (18 students in each)
 - 1 TK class (of 18 students, includes some from extended window, Dec 2 - Dec 31)
 - Lottery process will be followed to create the order of students accepted into the TK class and placed on the waitlist. Names will be drawn until the class size is at 18. At that time, the class is considered full. With only one TK classroom, space must be maintained for within-district students who enroll at a later date and guaranteed attendance.
 - Lottery process: All eligible names are submitted in following priority: within district, enrolled siblings, child of staff member, out-of-district.

Progress on 2019-2020 Planning

- Grade levels submitted Input on scheduling of Enrichment/Activity classes
- 3/6/19 Staff Meeting
- 3/7/19 district-directed ERD
 - Focus: Connections, Climate, and Community
 - Presented proposal for Enrichment Scope and Sequence
 - Creation of grade level projects that foster inclusion and community
 - First grade: Mix-It-Up Friday
 - Second grade: Switcheroo Fun Friday



Staffing Projections for 2019-2020

Certificated: Number of classrooms remaining the same

Classified:

TK/K: 5 (**sufficient current staff**)

Grade 1-3: 6 (**3 new hires allows two aides dedicated to each grade level**)

Grade 4-5: 4 (**2 new hires allows for two aides dedicated to each grade level**)

Looking forward to...

- Read-a-thon fundraiser, March 11-22. Finalizing new curriculum and program brochures for each grade level.
- Student culture/climate projects at each grade level
- Sharing a more comprehensive report on new activities provided in afterschool Beyond-the-Bell
- By the June board meeting, presenting a proposal for necessary Gravenstein Library system updates and modernizations.

III, H

Gravenstein Union School District

March	2019	TK	K	1	2	3	4	5	6	7	8	Totals
Teachers		TK	K	1	2	3	4	5	6	7	8	
Tomsky		21										21
Trivunovic			19									19
Redfern			20									20
Crandall			20									20
Briggs			19									19
Dellosa				19								19
Clement				18								18
Candau	ENRICH!			18								18
Lannon	ENRICH!			18								18
Otterson					17							17
Sprinkle					19							19
DeBolt	ENRICH!				18							18
Basque	ENRICH!				20							20
Barrera						15						15
Haas						15						15
Mattish	ENRICH!					24						24
Nordstrom	ENRICH!					23						23
Martinez							19					19
Carey							20					20
Sully	ENRICH!						22					22
Brown	ENRICH!						21					21
Grimm								21				21
Squires								23				23
Gorman	ENRICH!							26				26
Hansen	ENRICH!							24				24
Helton									11			11
Kinman									12			12
Dexter	ENRICH!								24			24
Rich	ENRICH!								23			23
McDowell										21		21
Sotiras										20		20
Collins	ENRICH!									27		27
Clements	ENRICH!									25		25
Cole											18	18
Jex-Lewis											5	5
Blanco											26	26
Johnson	ENRICH!										20	20
Sporrer	ENRICH!										18	18
Parsons CDS					2							2
Home & Hospital												
Community Day School					2							2
Gravenstein Campus		21	78	73	74	77	82	94				499
Hillcrest Campus									70	93	87	250
March	2019	21	78	75	74	77	82	94	70	93	86	753
March	2018	22	60	78	81	81	91	76	86	91	78	744
March	2017	15	76	82	78	80	78	74	78	84	79	724
March	2016		100	76	83	72	78	74	88	85	83	739
March	2015		94	79	70	70	67	74	70	84	115	723
March	2014		101	62	69	65	71	65	72	101	105	711
March	2013		81	68	68	61	69	69	85	109	101	711
March	2012		79	71	61	66	62	85	89	94	79	686
March	2011		67	57	59	51	83	73	83	79	91	643
March	2010		56	61	49	76	69	71	66	84	94	626

2018
0
489
255
744

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IV.A

REGULAR GOVERNING BOARD
MEETING AGENDA

Tuesday, February 12, 2019
5:00 PM

Gravenstein School, Rm. 13

I. CALL TO ORDER

Steven Schwartz, President
Gregory Appling, Clerk
Jim Horn, Trustee
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee

Meeting called to order at 5:04pm by SS all present

II. PUBLIC COMMENTS

At this time the public may address the Board on any item not listed on the agenda. Presentations are limited to three minutes per person per topic. The Board may not respond to presentations. The public may address the Board on any item listed on the agenda at the time the matter is taken up by the Board.

1. Teachers were disappointed by the Monday message and the mention of the number of days worked and felt undervalued.
2. Parent(s) concerned about the use of the Monday message and questioned who decides on what material can be included in the Monday message and suggested that the Monday message not be used to air negotiation issues. Suggestion was made to provide GUTA with equal time on the Monday message.
3. Parent concerned that their child at Hillcrest was discriminated against due to mental health issues and unenrolled for that reason.

III. REPORTS, AND ORAL COMMUNICATIONS

A. Gravenstein Union Teachers' Association

GUTA thanked the board for the change to ERD for Hillcrest Enrich! And the increase to the budget for the school musical.

B. District Site Council

1. Safety Plan under review & update
2. Campus walks w/ safety expert planned for 2/13/19
3. Updated Safety Plan coming to Board for approval 3/12/19

C. GSF/MPF

MPF and GSF met with the board adhoc committee (JH and AK) on family foundations. MPF will vote at their next board meeting on several issues before them. A goal for both boards and the committee is to assure parents that their will be donations needed for next year even with support from the district and that the program will go forward next year as one program.

D. Trustee Reports

E. Facilities Report

1. Phase 3 -Complete, except gym windows and siding

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2. Hillcrest Middle School Improvement Project update
 - a. Increment #2 solar parking shelter
3. Gravenstein Elementary solar project
4. Report from Head of Facility Maintenance
 - a. Window covers

F. Hillcrest Principal Report

1. Update on staff evaluations
2. Enrollment forecast for 2019-20
3. Staffing needs for 2019-20
4. Update on "student incident" – false report

Report included in packet. Staff at Hillcrest voted unanimously to go to a block schedule for next year. Questions and concerns should be directed to WD.

G. Gravenstein Principal Report

1. Update on staff evaluations
2. Enrollment forecast for 2019-20
3. Staffing needs for 2019-20

Report included in packet. KP is continuing to work with students regarding their recess concerns regarding field access. Questions and concerns should be directed to KP.

H. CBO Report

1. Update on the Governor's proposed budget

Report included in packet. Noted recession is expected in 20-21 but that is not currently reflected in the budget. SS requested budget analysis of the impact of the last recession. JK noted the need to manage reserves to prepare for recession.

I. Superintendent Report

Superintendent was not present. Report was given by SS.

1. Board Calendar Template
2. 2018-19 Enrollment
3. Transportation JPA Update
4. School Supply Resources: District, GSF, local grants

Concerns were raised regarding current system and Board requested the system be reviewed updated/changed as needed.

5. School Nurse Hired – Suzanne Arnold

Nurse has been identified but not hired at this time. Board requested Administration look at the need to increase FTE related to nursing support. No decision at this time.

IV. CONSENT AGENDA

ACTION ITEM

A. Minutes of Regular Meeting Jan 15, 2019

B. Warrants/Payroll

C. Budget Updates and Transfers

D. Correspondence/Publications

1. Accept letter of resignation from Tracy Evans

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2. Accept letter from Shelley Stiles of SCOE Fiscal Services, indicating that they concur with the District's positive certification based on the First Interim Report

3. Standard reminders for all Districts from SCOE Fiscal Services

E. Approve Amendment to MOU with West County Consortium re Nurse Services

F. Approve Block Grant for Underperforming Students

The Board is asked to approve the District's application for block grant funding to serve underperforming students. Gravenstein Elementary is eligible for \$31,616 and Hillcrest Middle School is eligible for \$31,616.

G. Approve 3-Year Contract w/ Roatch Accountancy Corp.

The Board is asked to begin a new 3-year contract with Roatch Accountancy for auditing and other fiscal oversight services. The Board is approving Year 1 of 3 at this time, for a cost of \$16,900 for the year ending June 30, 2019. \$17,400 for the year ending June 30, 2020, and \$17,925 for the year ending June 30, 2021.

Item A (minutes) was removed from consent agenda. Edits requested by JH
Action taken/comments:

Motion JK Second JH Vote 5-0

Action on Item A approval Motioin JH Second JK vote 5-0

V. GENERAL

A. Consider Next Steps in Rollout of Enrich! to All District TK-8th in 2019-20

Background:

At the Dec 12, 2018 GUSD Board meeting, the Board to action to approve the expansion of the Enrich! program to all District students, TK-8th grades, beginning in 2019-20.

The Board will receive reports from staff and input from stakeholders as we prepare for the rollout of the Enrich! program to all GUSD students beginning in 2019-20. The Board may give staff direction and take action on items that require Board approval (e.g. marketing; hiring; purchases of curriculum or equipment over \$15,000).

- Principal & Supt. reports on staff collaboration (e.g. ERD, Staff mtgs)
-Draft Hillcrest Bell Schedules (under development)

- Powerpoint on GUSD "brand" for marketing (Koelemeijer/Schwinn)
-Board will be asked to give direction on marketing next steps

Report provided by KP. Admin and Staff are working on schedule, staff, and next steps. Will report as it is developed.

Board questions/comments:

- Requested continue focus on staffing needs for next year
- Mentioned Admin and the foundations need to look at how we deal with independent contracts next year and going forward.

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- Mentioned concerns regarding changes to field trips for next year from parents and noted questions and concerns should be directed to Admin.

Parent(s) questions/comments:

- Requested we revisit the garden issue
- Requested Admin look into developing parent outreach a parent education program on different topics that affect school children
- Requested Admin provide parents with education on the Enrich! For all regarding donations and parent involvement.
- Requested adding a

Teachers raised concerns about funding and support for enrichments and that the current system was not meeting their needs. A review of the system was requested. Admin assured teachers there will be a rollout of funding and support for the new program.

Independent contractors requested more information regarding the changes for next year and how this would and could affect them.

JK provided a presentation on marketing and branding strategy. Suggestions were made to add physical fitness, field trips, art's Music and marching band, and Spanish to page 117. A parent requested we investigate adding a natural science and farming components to our program.

Board requested we focus our marketing also on existing parents as related to the need for donations and support for our programs

Board noted that the marketing is to maintain current enrollment not to increase enrollment and to clarify our message to existing parents.

Motion: Board approve up to 20K to be used for marketing by superintendent and committee to be brought back to the board for the march meeting

Action taken/comments:

Motion __JH____ Second __JK____ Vote __5-0____

B. Discuss and Consider Approval of Board Committee Structure & Assignment

Review previous Board sub-committee assignments and set a structure for Board committees going forward.

Moved District Facilities Committee to a sub group under Construction Implementation Committee. Created the Climate Change Committee

Action taken/comments:

Motion __SS____ Second __AK____ Vote __5-0____

C. Proposed Natural & Imaginary Play Area for 3-5th Grade Playground

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At the January 15, 2019 Board meeting, three 5th graders requested the designation of an area that would allow for play which includes: using natural materials; digging with tools; imaginary play (e.g. building a fairy village). Mrs. Schwinn and Ms. Pugno worked with students and staff to develop a safe and fun proposal everyone can embrace, and so we are sharing the positive outcome with the Board and public. Item is still being discussed at the Administration level with students and parents. Parents raised concerns around new equipment being provided and accessibility.

No action taken at this time.

Action taken/comments:

Motion _____ Second _____ Vote _____

D. Consider Resolution #190212-1 Climate Change Action

The Board is asked to consider adopting the proposed resolution regarding climate change. A GUSD student group will make a presentation and has drafted this resolution for the Board's consideration.

Video presentation and draft resolution was provided by student council.

Motion to adopt proposed resolution with one edit.

Action taken/comments:

Motion _JK_____ Second _JH_____ Vote _5-0_____

E. Review Board Bylaws 9200

The Board is asked to review BB9200, which gives guidance on the limits of Board Members' authority.

Motion to table

Action taken/comments:

Motion _GA_____ Second _JH_____ Vote _5-0_____

F. Approve Contracts with Enrichment Providers

The Board is asked to approve the following contracts for enrichment providers (Tabled from 1/15/19).

Stephanie Barclay (Dance) Tri 1 \$3,600 /Tri 2 \$5,300.01
Mark Bradski (Mr. Science) Tri 2 \$13,133.34
Spencer Burrows (Music) Tri 1 \$4,266.24 / Tri 2 \$5,432.90

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Natalie Collins (Set Design) Tri 2 \$1,320
Christine Cramer (Art) Tri 2 \$7,140
Paige Dumont (Coach Paige/Athletic movement) Tri 1 \$5,933.18 / Tri 2 \$6,266.43
Margo Perin (Poetry) Tri 2 \$2,475
Nancy Prebilich (Drama) Tri 1 \$4,360/ Tri 2 ~~\$2,760~~ \$3,000
Marla Pedersen (Art) Tri 1 \$2,880

Motion to approve with edit to Nancy Prebilich Tri 2 amount as noted

Action taken/comments:

Motion SS Second JH Vote 5-0

G. Approve Change Order for Gym Siding

The Board is asked to approve a change order request for gym siding. Total cost of siding replacement is (\$271,349). The amount of the change order is derived by applying the remainder of Phase 3 contingency funds (\$154,105). The remaining expense that **the Board is asked to approve is \$117,224.**

Action taken/comments:

Motion JH Second GA Vote 5-0

H. Voluntary Reduction in Assignment

The Board is asked to approve Erin Saunders' request to reduce her Spanish Teacher assignment from .63FTE to .51FTE, retroactively to the start of the 2018-19 school year. Ms. Saunders has elected to reduce the extra hours for the ELD instruction portion of the position, but will continue to provide Spanish instruction for 6-8th graders.

Motion to Table and return to Administration

Action taken/comments:

Motion JH Second SS Vote 5-0

I. Approve Coach for 6th Grade Girls' Basketball

The Board is asked to approve Rowan Emmert to coach Hillcrest's 6th grade Girls' Basketball team.

Item moved to closed session

Action taken/comments:

Motion JH Second AK Vote 5-0

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J. Consider Approval of Bid for Installation of Cameras

At the January 2019 meeting of District Site Council, the team discussed installation of security cameras, as a possible improvement to our District Safety Plan. The cameras would be placed strategically on each campus to monitor for vandalism and other crime. All members of Site Council are in favor of the addition of cameras. The Board is asked to approve the bid obtained by the Head of Facilities, Brian Sposato. (Bids not yet available at time of posting.)

No bid provided motion to Table

Action taken/comments:

Motion _____ Second _____ Vote _____

VI. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

GUTA provided the board with a vote of no confidence in the Superintendent. Teachers provide several examples of issues and concerns. Parents provided support for teachers as well as provide issues and concerns related to the Superintendent including lack of communication.

Adjourned to closed session at 7:52pm

VII. CLOSED SESSION

A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

- 1) Conference with Labor Negotiator
District Negotiator: Jennifer Schwinn, Superintendent
Represented Employees: Gravenstein Union Teachers Assoc.
Unrepresented Employees: District Secretary
Gravenstein Principal
- 2) Potential Litigation
- 3) Public Employee – Hiring: Teaching Assistant – Luke Bailey
–Leave request – Jackie Jex Lewis
- 4) Superintendent Evaluation

VIII. OPEN SESSION

Returned to Open Session at 9:26

A. Any reportable action taken during closed session shall be reported when the Board comes back into open session.

Reported hiring of Luke Bailey

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Reported approval of leave request for Jackie Jex Lewis
Special Board meeting scheduled for February 20, 2019 at 6:30pm

IX. FUTURE BOARD MEETINGS:

Special Board meeting schedule for

I. Next Regular Board Meeting: Tuesday, March 12, 2019—5 p.m.

X. ADJOURNMENT 9:30 pm

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Jennifer Schwinn, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

SPECIAL GOVERNING BOARD
MEETING AGENDA

Wednesday, February 27, 2019
6:30 PM
Gravenstein Elementary, Room 13

I. CALL TO ORDER

Steve Schwartz, President
Gregory Appling, Clerk
Jim Horn, Trustee
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee

Meeting called to order at 6:37pm by SS all present but AK (arrived at 6:48)

II. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

Teachers:

- Raised concerns about not hearing from board after 2017 vote of no confidence and hope they will hear something after the current vote
- Concerns again raised regarding current superintendent

Parents

- Provided board with online petition signed by parents regarding the superintendent
- Requested that the board show leadership
- Voiced support for the teachers

Board

- Spoke on the process and issues around meetings and the Brown Act
- Informed the teachers and parents present that we are listening

III. CLOSED SESSION

A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

- 1) Conference with Labor Negotiator
District Negotiator: Jennifer Schwinn, Superintendent
Represented Employees: Gravenstein Union Teachers Assoc.
Continue discussion Unrepresented Employees: Superintendent

Action Taken/Comments:

The Board has unanimously approved an agreement with Superintendent Schwinn whereby, effective March 1, 2019 she will no longer be actively working as the Superintendent of the

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

District, but will continue to advise the Board while the Board seeks to fill the position of Superintendent.

We will be talking to Principals Pugno and Deeths, and District stakeholders about next steps to cover duties. "We have consulted with the Sonoma County Office of Education concerning assistance as needed to ensure that district business continues in a smooth manner." We are confident that other staff will be able to fill-in during the interim period as needed, and are continuing our focus on transition to a single program 'Enrich for All' at both schools for the Fall 2019 school season.

Motion: GA Second: JK Vote: 5-0

IV. OPEN SESSION

A. Any reportable action taken during closed session shall be reported when the Board comes back into open session.

V. FUTURE BOARD MEETINGS:

I. Next Regular Board Meeting: Tuesday, March 12, 2019—5 p.m.

VI. ADJOURNMENT

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Jennifer Schwinn, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

IV. B

SPECIAL GOVERNING BOARD
MEETING AGENDA
Superintendent's Office

Wednesday, February 20, 2019
6:30 PM

I. CALL TO ORDER

Steve Schwartz, President
Gregory Appling, Clerk
Jim Horn, Trustee
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee

Meeting called to order at 6:35pm by SS all present

II. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

Teachers:

- Stand by their vote of no confidence
- Very concerned about current moral of teachers
- Felt now was the time for the board to take action
- Existing principals can provide the support needed going forward
- In full support of promoting Keri Pugno to 1.0FTE Principal

Parents:

- Those present fully support the teachers
- Raised the concern that the status quo is not sustainable
- Raised the concern that the voice of the parents has not be heard
- Not happy with lack of leadership.
- Would like to see the board take action.

III. CLOSED SESSION

A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

- 1) Superintendent Evaluation
- 2) Gravenstein Principal. Consider increasing percentage of FTE for Ms. Pugno to 100% FTE in Principal Role

Action Taken/Comments:

Motion: _____ **Second:** _____ **Vote:** _____

IV. OPEN SESSION

A. Any reportable action taken during closed session shall be reported when the Board comes back into open session.

GRAVENSTEIN UNION SCHOOL DISTRICT
3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Ms. Pugno promoted to 100% FTE in Principal Role

Motion: AK Second JH vote 5-0

Special Meeting scheduled for February 27, 2019 at 6:30pm

V. FUTURE BOARD MEETINGS:

I. Next Regular Board Meeting: Tuesday, March 12, 2019—5 p.m.

VI. ADJOURNMENT

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Jennifer Schwinn, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.

Checks Dated 02/01/2019 through 02/28/2019 Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1695144	02/01/2019	Sposato, Brian H	14-5630	Rental of Lift for Curtains		495.53
1695145	02/01/2019	Candau, Deborah A	03-5826	Additional Student attended		27.00
1695146	02/01/2019	Lott, Renee L	01-4390	Plaque-Kahn	.50	
			03-4390	Plaque-Kahn	6.00	
			04-4390	Plaque-Kahn	3.50	10.00
1695147	02/01/2019	Accelerated Learning Inc.	04-4310	STEMscopes (Accelerated learning)		2,608.46
1695148	02/01/2019	Discount School Supply	03-4310	Creative Play Items-Redfern		545.81
1695149	02/01/2019	Lattice Educational Services	01-5100	Special Ed Services	896.30	
			01-5810	Special Ed Services	1,347.32	2,243.62
1695150	02/01/2019	Office Depot	01-4350	District Office Supplies	4.22	
			03-4310	Class Supplies - Basque	55.75	
				Class supplies- GSF funds	201.89	
			03-4350	District Office Supplies	50.68	
			04-4310	Instructional Supplies for Hillcrest	70.13	
			04-4350	District Office Supplies	29.56	
			04-4359	Instructional Supplies for Hillcrest	1.83	414.06
1695151	02/01/2019	Pacific Gas & Electric	01-5520	Light Poles at Grav Elem 2018-19	1.74	
			03-5520	Light Poles at Grav Elem 2018-19	19.96	21.70
1695152	02/01/2019	School and College Legal	01-5200	Workshop- Public Records Response	2.25	
			03-5200	Workshop- Public Records Response	27.00	
			04-5200	Workshop- Public Records Response	15.75	45.00
1695153	02/01/2019	Verizon	01-5912	Sup't Phone & Tablet Service for 2018-19	5.06	
			03-5912	Sup't Phone & Tablet Service for 2018-19	60.73	
			04-5912	Sup't Phone & Tablet Service for 2018-19	35.43	101.22
1695154	02/01/2019	West Sonoma County Union High Cancelled on 02/15/2019		Cancelled MOU btwn WSCC & Grav 2017-18 for TM		2,104.50 *
1695731	02/06/2019	Ally Technology Consulting LLC	01-5840	IT Consultant 2018-19	137.50	
			03-5840	IT Consultant 2018-19	1,650.00	
			04-5840	IT Consultant 2018-19	962.50	2,750.00
1695732	02/06/2019	Alpha Analytical Laboratories,	04-5830	Water testing for Hillcrest		82.00
1695733	02/06/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		143.00
1695734	02/06/2019	Discount School Supply	03-4310	Creative Play Items-Briggs		672.88
1695735	02/06/2019	Dynamic Measurement Group, Inc	03-4310	DIBELS Training	64.50	
			04-4310	DIBELS Training	64.50	129.00
1695736	02/06/2019	Pacific Enviromental Ed Center	03-5826	4th Field Trip 3/14-16/19 Martinez/Carey		5,500.00
1695737	02/06/2019	Pacific Gas & Electric	01-5520	Electric and Gas for 2018-19 Gravenstein	224.17	
			03-5520	Electric and Gas for 2018-19 Gravenstein	2,580.35	

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Checks Dated 02/01/2019 through 02/28/2019 Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1695737	02/06/2019	Pacific Gas & Electric	04-5520	Electric and Gas for 2018-19 @ Hillcrest	2,601.34	
				Electric and Gas for 2018-19 Gravenstein	32.27	5,438.13
1695738	02/06/2019	West County Transportation	03-5826	Bus for 2nd Grade - Mecham Rd. Landfill		138.78
1696580	02/08/2019	Alpha Analytical Laboratories,	01-5830	Water testing for Gravenstein	6.56	
			03-5830	Water testing for Gravenstein	75.44	82.00
1696581	02/08/2019	Creative Window Fashions Inc.	04-4400	Window Coverings for Hillcrest	9,714.49	
			04-5830	Window Coverings for Hillcrest	1,277.50	10,991.99
1696582	02/08/2019	Recology Sonoma Marin	01-5560	Recology-Gravenstein	31.05	
			03-5560	Recology-Gravenstein	357.06	
			04-5560	Recology-Hillcrest	216.72	604.83
1696583	02/08/2019	Stanroy Music Center Inc.	04-4400	Instrument repair and supplies 2018-19		92.17
1696584	02/08/2019	U.S. Bank Equipment Finance	01-5631	Copier Lease for Schools and DO for 2018-19	35.28	
			03-5631	Copier Lease for Schools and DO for 2018-19	423.38	
			04-5631	Copier Lease for Schools and DO for 2018-19	246.97	705.63
1696585	02/08/2019	West County Transportation	01-5804	Special Ed RSY Transportation 2018-2019		2,104.50
1696586	02/08/2019	Stephanie Barclay	03-5830	2018-19 Dance Enrichment Tri 2		1,620.00
1696587	02/08/2019	Mark Bradski	03-5830	Science/STEM Classes Instruction Tri 2		3,000.00
1696588	02/08/2019	Margo Perin	03-5830	2018-19 Contracted Poetry Enrichment Tri 2		900.00
1696589	02/08/2019	Nancy Prebilich	03-5830	2018-19 Drama Enrichment Tri 2		960.00
1696590	02/08/2019	Nancy Ricciardi	03-5830	2018-19 Art Enrichment		5,185.00
1696591	02/08/2019	The Great Burro Studios	03-5830	2018-19 Music Enrichment Tri 2		1,699.86
1696592	02/08/2019	The Program, Youth Skill Dev	03-5830	2018-19 Athletic Enrichment Tri 2		1,899.95
1697403	02/13/2019	Carolina Science	03-4310	Owl Pellets (Large)		108.07
1697404	02/13/2019	Counterpoint Construction Services, Inc.	40-6200	Gravenstein -Phase 3 Project Document Control	522.50	
			40-9510	Gravenstein -Phase 3 Project Document Control	647.50	1,170.00
1697405	02/13/2019	Luther Burbank Ctr Fr The Arts	04-5826	8th E! Field Trip- Luther Burbank		354.00
1697406	02/13/2019	Quill Corp	01-4310	Kltchen and Class supplies	14.16	
			01-4350	Kltchen and Class supplies	.42	
			03-4310	Printer Ink-Oakley	56.52	
			03-4350	Kltchen and Class supplies	5.07	
			04-4350	Kltchen and Class supplies	2.96	
			13-4390	Kltchen and Class supplies	29.68	108.81

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Checks Dated 02/01/2019 through 02/28/2019 Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1697407	02/13/2019	SyTech Solutions	01-5830	Document Management Services 2018-19	12.52	
			03-5830	Document Management Services 2018-19	150.30	
			04-5830	Document Management Services 2018-19	87.68	250.50
1697408	02/13/2019	Lawrence Hall Of Science #5200	03-5826	3rd Grade Field Trip - March 2019		1,350.00
1697409	02/13/2019	Marquesa Weigel	04-5880	Volleyball Referee		65.00
1697857	02/15/2019	ACSIG	01-9573	Employee's Dental Plan Coverage 2018-19		8,013.20
1697858	02/15/2019	Alpha Analytical Laboratories,	04-5830	Water testing for Hillcrest		82.00
1697859	02/15/2019	Ernesto Aubin	04-5880	Referee 7/8 Grade Boys Basketball		70.00
1697860	02/15/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		37.50
1697861	02/15/2019	Dept Of Justice, Acctg Office	01-5862	Fingerprinting for staff 2018-19	1.60	
				Fingerprinting for volunteers 2018-19	19.20	
			03-5862	Fingerprinting for staff 2018-19	19.20	
				Fingerprinting for volunteers 2018-19	230.40	
			04-5862	Fingerprinting for staff 2018-19	11.20	
				Fingerprinting for volunteers 2018-19	134.40	416.00
1697862	02/15/2019	Discount School Supply	03-4310	Creative Play Items-Briggs		35.47
1697863	02/15/2019	Eymard Bracamontes Penaloza	04-5880	Volleyball referee		25.00
1697864	02/15/2019	Fishman Supply Company	01-4370	Gravenstein Custodial Supplies	37.42	
			03-4370	Gravenstein Custodial Supplies	430.30	467.72
1697865	02/15/2019	Santa Rosa City Schools	13-4710	Lunch Program for 2018-19		7,167.00
1697866	02/15/2019	Sonoma County Office Of Ed.	01-5862	Fingerprinting for Parent Volunteers	8.40	
			03-5862	Fingerprinting for Parent Volunteers	100.80	
				Fingerprinting for staff 2018-19	56.00	
			04-5862	Fingerprinting for Parent Volunteers	58.80	224.00
1697867	02/15/2019	Rourke Theiller	04-5880	Referee for Basketball 2/6/2019		70.00
1697868	02/15/2019	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2018-19		1,830.40
1697869	02/15/2019	William E. Rash dba Windsor Telcom Computer Sv	01-5830	Set up 12 mailboxes to phone system	47.50	
				Set up 2 phone lines kitchen and W/C Lift	46.00	
			03-5830	Set up 12 mailboxes to phone system	570.00	
				Set up 2 phone lines kitchen and W/C Lift	529.00	
			04-5830	Set up 12 mailboxes to phone system	332.50	1,525.00
1697870	02/15/2019	Alexis Boutin	04-5826	Reim. Japanesse Tea Garden		39.00
1697871	02/15/2019	AT&T Calnet 3	01-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	24.74	
			03-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	295.10	

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ESCAPE ONLINE

Checks Dated 02/01/2019 through 02/28/2019

Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1697871	02/15/2019	AT&T Calnet 3	04-5911	Gravenstein AT&T CALNET 3 Charges 2018-19	147.08	
				Hillcrest AT&T CALNET 3 Charges 2018-19	58.77	525.69
1697872	02/15/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		72.00
1697873	02/15/2019	Fort Ross Conservancy (FRC)	03-5826	Commitment Fee for 18-19 Fort Ross Trip E! 4-Brown	1,080.00	
				Commitment Fee for 18-19 Fort Ross Trip E! 4-Sully	1,120.00	
				Fort Ross Conservancy FT 18-19 -Carey	1,150.00	
				Fort Ross Conservancy FT 18-19 -Martinez	1,040.00	4,390.00
1697874	02/15/2019	J.W. Pepper & Son Inc.	04-4310	Hillcrest Music 2018-19		138.11
1697875	02/15/2019	Luther Burbank Rose Parade And Festival	04-5829	Rose Parade entry fee 2019		65.00
1697876	02/15/2019	Sebastopol Area Chamber Of Com	04-5829	Apple Blossom Parade entry fee 2019		65.00
1697877	02/15/2019	Randy Theiller	04-5880	Basketball Referee 1/30/2019		70.00
1697878	02/15/2019	Weeks Drilling & Pump Co. Inc.	01-5530	Gravenstein Elem Water Service for 2018-19	21.00	
			03-5530	Gravenstein Elem Water Service for 2018-19	241.55	
			04-5530	Hillcrest Water Service for 2018-19	246.27	508.82
1698559	02/20/2019	Blanco Navarro, Sergio	04-4310	Plastic Sheet for Wind Tunnel- Science		53.23
1698560	02/20/2019	Pulley, Nicholas M	04-4400	Reimb.Percussion Equip.		100.00
1698561	02/20/2019	Schwinn, Jennifer P	03-4310	Materials for Imaginary Play Area		48.37
1698562	02/20/2019	J. Stanley Correia	01-5830	2018-19 Special Ed Psych Services	106.25	
			03-5830	2018-19 Special Ed Psych Services	1,275.00	
			04-5830	2018-19 Special Ed Psych Services	743.75	2,125.00
1698563	02/20/2019	Office Depot	03-4310	5th Grade Supplies		101.64
1698564	02/20/2019	Safeway	04-4310	HMS Holiday Door Prizes	23.65	
			12-4390	Daycare Supplies & Snacks for 2018-19	279.19	302.84
1698565	02/20/2019	Sonoma County Office Of Ed.	03-5830	NCTIP Program Participant Fee 2018-19		3,500.00
1698566	02/20/2019	West County Health Centers	04-5830	Comprehensive Sex Ed. Classes		1,000.00
1698567	02/20/2019	West County Transportation	01-5804	Special Ed RSY Transportation 2018-2019		1,952.00
1698568	02/20/2019	Business Card	01-4362	Fuel for Dist.	3.33	
			01-4380	Grav Maint.	41.00	
			01-5800	Constant Contact- Monday Messages	18.90	
			01-5869	Finance Charges	47.37	
			03-4362	Fuel for Dist. Maint.	39.96	
			03-4380	Grav. Maint	785.94	
			03-5800	Constant Contact-Monday Messages	230.58	

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ESCAPE ONLINE

Checks Dated 02/01/2019 through 02/28/2019 Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1698568	02/20/2019	Business Card	04-4362	Fuel for Dist. Maint.	23.31	
			04-4380	HMS Maint.	147.60	
			04-5800	Constant Contact-Monday Messages	128.52	1,466.51
1698569	02/20/2019	Lott, Renee L	01-5201	Mileage	2.66	
			03-5201	Mileage	31.97	
			04-5201	Mileage	18.65	53.28
1698570	02/20/2019	Perez-Atwell, Eva A	01-5201	Mileage	32.63	
			03-5201	Mileage	55.94	
			04-5201	Mileage	4.67	93.24
1698571	02/20/2019	Business Card	01-4350	Grav General Admin	26.33	
			01-4362	Fuel for Dist.	8.07	
			01-4370	Grav Custodial	26.01	
			01-4380	Grav. Maint.	48.37	
			01-5869	Finance Charge	43.34	
			03-4350	Grav.Gen. Admin	302.74	
			03-4362	Fuel for Dist.	96.82	
			03-4370	Grav.Custodial	299.17	
			03-4380	HMS Maint.	556.48	
			04-4362	Fuel for Dist. Maint.	56.48	
			04-4380	Grav. Maint.	67.22	1,531.03
1698572	02/20/2019	Lattice Educational Services	01-5100	Special Ed Services	1,102.66	
			01-5810	Special Ed Services	1,657.53	2,760.19
1698573	02/20/2019	U.S. Bank Corporate Payment	03-4310	Speech Program	83.43	
			04-4310	RSP Program	151.32	
			04-5826	Grade 7 Monterey	156.90	391.65
1699127	02/22/2019	Evans, Tracy D	03-4310	Speech Therapy Books		159.00
1699128	02/22/2019	Sposato, Brian H	04-5560	Debris Box for Yard Waste		466.38
1699129	02/22/2019	California's Valued Trust	01-9572	Employee's CVT Health Plan Coverage 2018-19		43,416.00
1699130	02/22/2019	Diego Leon	04-5880	Volleyball Game 1/8/2019		25.00
1699131	02/22/2019	MCI Comm Service	12-5911	Daycare Phone Line for 2018-19		13.71
1699132	02/22/2019	Roberts Mechanical & Elec. Inc	03-5830	Backflow Testing- Gravenstein	125.00	
				Backflow Testing- Hillcrest	125.00	250.00
1699133	02/22/2019	School and College Legal	01-5200	Workshop- Interest Based Barganing	2.25	
			03-5200	Workshop- Interest Based Barganing	27.00	
			04-5200	Workshop- Interest Based Barganing	15.75	45.00
1699134	02/22/2019	Science Works Hands On Museum	04-5826	7th E! Admission and Workshop Science Museum		400.00

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Checks Dated 02/01/2019 through 02/28/2019

Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1699135	02/22/2019	Sonoma County Office Of Ed.	01-5200	SCOE Workshop-EL Leadership Conference	25.60	
			03-5200	SCOE Workshop-EL Leadership Conference	294.40	
1700245	02/27/2019	Ernesto Aubin	03-5862	Fingerprinting for staff 2018-19	252.00	572.00
			04-5880	Referee 7/8 Grade Boys Basketball 2/15/2019	70.00	
				Referee 8 Grade Boys Basketball	40.00	110.00
1700246	02/27/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		16.00
1700247	02/27/2019	Dept. of Industrial Relations	04-5830	Hillcrest elevator permit 2019		125.00
1700248	02/27/2019	Escape Technology, LLC	01-5200	Escape Training for AP	35.00	
			03-5200	Escape Training for AP	420.00	
			04-5200	Escape Training for AP	245.00	700.00
1700249	02/27/2019	Mark Hoback	04-5880	7 th Grade Referee Boys Basketball		40.00
1700250	02/27/2019	Office Depot	01-4359	Instructional Supplies for Grav Elem/Grav First		159.36
1700251	02/27/2019	Rich Ruybalid	04-5880	Referee for Boys 7/8 Basketball 2/5/2019		70.00
1700252	02/27/2019	Alpha Analytical Laboratories,	01-5830	Water testing for Gravenstein	6.24	
			03-5830	Water testing for Gravenstein	71.76	78.00
1700253	02/27/2019	Clover-Stornetta Farms Inc.	13-4700	Milk Purchases 2018-19		35.50
1700254	02/27/2019	J. Stanley Correia	01-5830	2018-19 Special Ed Psych Services	125.00	
			03-5830	2018-19 Special Ed Psych Services	1,500.00	
			04-5830	2018-19 Special Ed Psych Services	875.00	2,500.00
1700255	02/27/2019	John Imschweiler	04-5880	Basketball Referee 2/21/2019		70.00
1700256	02/27/2019	Pacific Enviromental Ed Center	03-5826	4th Field Trip 3/13-15/19 Sully		3,750.00
1700257	02/27/2019	Pacific Gas & Electric	01-5520	Light Poles at Grav Elem 2018-19	1.73	
			03-5520	Light Poles at Grav Elem 2018-19	19.91	21.64
1700258	02/27/2019	Ray Morgan Company	01-5633	Copier Contract Charges 2018-19		1,355.86
1700259	02/27/2019	Southern Oregon University	04-5826	Lodging/Meals for Shakespeare Festival 2018		2,000.00
1700260	02/27/2019	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2018-19		1,830.40
Total Number of Checks					101	156,247.74

	Count	Amount
Cancel	1	2,104.50
Net Issue		154,143.24

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 02/01/2019 through 02/28/2019

Board Meeting Date March 12, 2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	39	66,946.90
03	Gravenstein Elementary Charte	53	50,441.91
04	Hillcrest Middle Charter	53	27,295.32
12	Child Development Fund	2	292.90
13	Cafeteria Fund	7	7,500.68
14	Deferred Maintenance Fund	1	495.53
40	Special Reserve-capital Proj	1	1,170.00
Total Number of Checks		100	154,143.24
Less Unpaid Tax Liability			.00
Net (Check Amount)			154,143.24

Includes checks for only Bank Account COUNTY

35

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Gravenstein Union School District
February Payroll Report

March 12, 2019 Regular Board Meeting

Certificated Salary & Benefits

Regular: \$ 426,013.22
Supplemental: \$ 29,115.13

Classified Salary & Benefits

Regular: \$ 91,252.06
Supplemental: \$ 5,980.45

Total Salary & Benefits

\$ 552,360.86



California School Boards Association

REQUIRES BOARD ACTION

Due: Fri. Mar. 15 return ballot in enclosed envelope

January 31, 2019

MEMORANDUM

To: All Board Presidents and Superintendents — CSBA Member Boards – **SUBREGION 3-A**
From: Emma Turner, CSBA President
Re: 2019 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper), the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume, which will be on the reverse side of the biographical sketch form. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2019. No exceptions.**

Your Board may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot).

If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2019 – March 31, 2021. The next meeting of the Delegate Assembly takes place on Saturday, May 18 and Sunday, May 19 at the Hyatt Regency in Sacramento. The names of all Delegates will be available on CSBA's website no later than Monday, April 1. Please do not hesitate to contact CSBA's Executive Office at (800) 266-3382 should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot (red paper and white paper)
Candidate(s)' required Biographical Sketch Forms and resumes, if provided
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **FRIDAY, MARCH 15, 2019**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2019 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2019 - March 31, 2021

**denotes incumbent*

Jenni Klose (Santa Rosa City Schools)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

2019 Delegate Assembly Candidate Biographical Sketch Form

DUE: Monday, January 7, 2019 – no late submissions accepted

Please complete, sign, and date this required ONE-page candidate biographical sketch form. An optional, ONE-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and do not re-type this form. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jen Klose **Date:** 1/22/2019

Name: Jenni Klose CSBA Region & subregion #: 3A
 District or COE: Santa Rosa City Schools Years on board: 6
 Profession: lawyer Contact Number (please V Cell Home Bus.): 310-663-6037
 *Primary E-mail: jen@kloselegal.com
 (*Communications from CSBA will be sent to primary email)
 Are you an incumbent Delegate? Yes No | If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am a passionate supporter of public education in our state. CSBA plays a critical role in educating and supporting school board members as well as in advancing legislation and litigation that improves our public education system. I bring six years of board service with Santa Rosa City Schools and was just re-elected by my colleagues to serve a third term as board president. During my service, our district, like many, has confronted a number of challenges, including transitioning to LCFE and LCAP, making major budget cuts, the move from zero-tolerance to a restorative discipline policy, adoption of an A-G graduation policy, and wildfire response. These have given me a wide range of experience in state education policy. I also bring my knowledge and experience as an attorney.

Please describe your activities and involvement on your local board, community, and/or CSBA.

During my 6 years of service I served as president twice, and am starting a third year as president. I have also served on the career pathways committee, board appointment committee, bond campaign committee, and the facilities committee. In my position, I sit on the County major employers housing committee and the Santa Rosa Metro Chamber advocacy committee. I have attended the CSBA AEC each year of my service, attended the president's workshop twice, presented one year about wild fire response, and also attended MIG workshops on budgeting, human relations, labor negotiations, and superintendent hiring and supervision. In addition to my SRCS board service, I serve on the board of the The College Tee Project and on the steering committees for SoCo Rises, and CTE Foundation's Sonoma Corp program.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The lack of state funding not only makes it difficult to properly operate districts and recruit and retain great staff, but it makes it challenging to maintain positive relationships with our bargaining units and keep staff morale high. CSBA can continue to push for full and fair funding on its own and also try to create a united front with CTA and the various classified unions to demand that the state better fund education.

E-mail: nominations@csba.org, or fax to (916) 371-3407, or US Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691. Please only submit biosketch form via one of these modes only; do not send multiple times. If you have any questions, please contact the Executive Office at (800) 266-3382.

GRAVENSTEIN UNION SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

This AGREEMENT is hereby entered into between the Governing Board of the Gravenstein Union School District, hereinafter referred to as "DISTRICT," OR "BOARD" and _____, hereinafter referred to as "CONTRACTOR."

1. Services. CONTRACTOR provide the following services: _____

2. Term. CONTRACTOR shall commence providing services under this AGREEMENT on _____, and will continue through _____, subject to revision and renewal with BOARD approval in subsequent years.

3. Compensation. DISTRICT agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed _____ Dollars (\$).

DISTRICT shall pay CONTRACTOR according to the following terms and conditions:
Payments shall be made monthly based on approved contractor monthly invoice

4. Expenses. DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT.

5. Independent Contractor. CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation, Workers' Compensation, Health and Welfare Benefits,

Paid Vacation, Retirement Program Participation, or any other employee benefits. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR and CONTRACTOR'S employees.

6. Materials. CONTRACTOR shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT. CONTRACTOR'S services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. Taxes. Federal Internal Services regulations require that school districts report all payments to individuals for CONTRACTOR services. CONTRACTOR agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this AGREEMENT. In the event DISTRICT is audited for compliance regarding any applicable taxes, CONTRACTOR agrees to furnish DISTRICT with proof of payment of taxes on these earnings.

8. Indemnification:

(a) CONTRACTOR shall indemnify, defend with counsel acceptable to DISTRICT, and hold harmless to the full extent permitted by law, DISTRICT and its Board of Trustees, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with CONTRACTOR'S performance or failure to perform its obligations under this AGREEMENT, except such Liability caused by the active negligence, sole negligence or willful misconduct of the DISTRICT. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for CONTRACTOR or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

b) CONTRACTOR shall be liable to DISTRICT for any loss or damage to DISTRICT property arising from or in connection with CONTRACTOR'S performance hereunder.

9. Insurance: With respect to the performance of work under this AGREEMENT, CONTRACTOR shall maintain and shall require all of its subcontractors, if any, to maintain insurance as indicated below:

(a) Required/X Not Required: Worker's compensation insurance with statutory limits as required by the Labor Code or the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the DISTRICT."

(b) Required/X Not Required: Commercial or Comprehensive General Liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than \$1,000,000 per occurrence, \$2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent CONTRACTOR's liability, and personal injury liability.

(c) X Required/Not Required: Automobile liability insurance covering bodily injury and property damage in an amount no less than \$1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles.

(d) Each such comprehensive or commercial general liability and automobile liability insurance policy shall be endorsed with the following specific language:

(1) DISTRICT, its officers and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this AGREEMENT.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall

apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to DISTRICT with respect to any insurance or self-insurance programs maintained by DISTRICT and no insurance held or owned by DISTRICT shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to DISTRICT.

(e) Required/ Not Required: Professional Liability (Errors and Omissions) Insurance for all activities of the CONTRACTOR arising out of or in connection with this AGREEMENT is an amount no less than \$1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to DISTRICT."

(f) Documentation: The following documentation shall be submitted to the DISTRICT:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this AGREEMENT.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this AGREEMENT.

(3) Upon DISTRICT'S written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of DISTRICT'S request.

(g) Policy Obligations: CONTRACTOR'S indemnity and other obligations shall not be limited by the foregoing insurance requirements.

(h) Material Breach: If CONTRACTOR, for any reason, fails to maintain insurance coverage which is required pursuant to this AGREEMENT, the same shall be deemed a material breach of contract. DISTRICT, at its sole option, may terminate this AGREEMENT and obtain damages from the CONTRACTOR resulting from the breach. Alternatively, DISTRICT may purchase such required insurance coverage, and without further notice to CONTRACTOR, County may deduct from sums due to CONTRACTOR any premium costs advanced by DISTRICT for such insurance. These remedies shall be in addition to any other remedies available to DISTRICT.

10. Termination:

(a) DISTRICT or CONTRACTOR may terminate this AGREEMENT by giving thirty (30) calendar days written notice to CONTRACTOR. In the event DISTRICT elects to terminate the AGREEMENT without cause, it shall pay CONTRACTOR for services rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the AGREEMENT, either party may terminate this AGREEMENT by giving written notice of such termination, stating the reason for such termination. In such event, CONTRACTOR shall be entitled to receive payment for all services satisfactorily rendered provided, however, that there shall be deducted from such amount the amount of liquidated damages, if any, sustained by DISTRICT by virtue of any breach of the AGREEMENT by CONTRACTOR.

11. Fingerprints. The DISTRICT has considered the totality of the services to be provided under this AGREEMENT and has determined that CONTRACTOR and CONTRACTOR'S employees [X are subject] [are not subject] to the fingerprinting requirements of Education Code section 45125.1. CONTRACTOR shall

submit fingerprints for review by the Department of Justice and authorize DISTRICT to receive subsequent arrest and conviction notifications.

12. Assignment. The obligations of the CONTRACTOR pursuant to this AGREEMENT shall be performed solely by CONTRACTOR and shall not be assigned or transferred by the CONTRACTOR to any third party or employee/agent of CONTRACTOR without the DISTRICT'S prior written consent.

13. Compliance with Applicable Laws. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

14. Permits/Licenses. CONTRACTOR shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

15. Entire AGREEMENT/Amendment. This AGREEMENT and any attachments constitute the entire AGREEMENT among the parties to it and supersede any prior or contemporaneous understanding or AGREEMENT with respect to the services contemplated, and may be amended only by a written amendment executed by both parties.

16. Notice. All notices or demands to be given under this AGREEMENT by either to the other shall be in writing and given either by (a) personal service or (b) by postage prepaid U.S. Mail, registered or certified, return receipt requested. Service of notice or demand shall be considered given when received if personally served or, if mailed, on the second day after deposited at any U.S. Post Office. The address to which

notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

CONTRACTOR:

Gravenstein Union School District

17. Severability. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. Governing Law. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Sonoma County, California.

THIS AGREEMENT IS ENTERED INTO THIS __ DAY OF _____, 201__.

DISTRICT

CONTRACTOR

By: _____
Signature

By: _____
Signature

Typed Name

Typed Name

Title

Title

Social Security or Taxpayer
Identification Number

Mark Bradski - Science Enrichment
--

Rate Per 44/45 Minute Session: \$ 100.00

Tuesdays at Gravenstein	Start Date	Start	End	Minutes	Pay Rate
	26-Feb	9:15	10:00	45	\$ 100.00
		10:15	11:00	45	\$ 100.00
		11:00	11:45	45	\$ 100.00
		12:30	1:15	45	\$ 100.00

Tuesday Total \$ 400.00

Thursdays at Gravenstein	Start Date	Start	End	Minutes	Pay Rate
	28-Feb	8:40	9:25	45	\$ 100.00
		9:30	10:15	45	\$ 100.00
		10:35	11:20	45	\$ 100.00
		11:25	12:10	45	\$ 100.00

Thursdays Total \$ 400.00

Friday at Grav & Hillcrest	Start Date	Start	End	Minutes	Pay Rate
	1-Mar	8:40	9:25	45	\$ 100.00
		9:30	10:15	45	\$ 100.00
		10:35	11:20	45	\$ 100.00
		11:25	12:10	45	\$ 100.00
		2:02	2:46	44	\$ 100.00
		2:46	3:30	44	\$ 100.00

Friday Total \$ 600.00

Trimester 3

Tuesdays	12	X	\$ 400.00	=	\$ 4,800.00
Thursdays	12	X	\$ 400.00	=	\$ 4,800.00
Fridays	11	X	\$ 600.00	=	\$ 6,600.00
					\$ 16,200.00

Not to exceed: \$ 16,200.00

Spencer Burrows - Gravenstein Music Enrichment

Rate Per 45 Minute Session: \$ 50.00

Mondays	Start Date	Start	End	Minutes	Pay Rate	
	4-Mar	8:45	9:15	30	\$	33.33
		9:30	10:00	30	\$	33.33
		10:35	11:05	30	\$	33.33
		11:05	11:35	30	\$	33.33
		11:40	12:10	30	\$	33.33
		1:00	1:30	30	\$	33.33
Monday Total						\$ 199.98

Wednesdays	Start Date	Start	End	Minutes		
	27-Feb	9:00	9:30	30	\$	33.33
		9:30	10:00	30	\$	33.33
Wednesdays Total						\$ 66.66

Thursdays	Start Date	Start	End	Minutes		
	28-Feb	9:00	9:30	30	\$	33.33
		9:30	10:00	30	\$	33.33
		10:35	11:05	30	\$	33.33
		11:05	11:35	30	\$	33.33
Thursdays Total						\$ 133.32

Fridays	Start Date	Start	End	Minutes		
Hillcrest	1-Mar	2:02	2:46	44	\$	50.00
		2:46	3:30	44	\$	50.00
Fridays Total						\$ 100.00

Trimester 3

Mondays	10	X	\$ 199.98	=	\$ 1,999.80
Wednesdays	12	X	\$ 66.66	=	\$ 799.92
Thursdays	12	X	\$ 133.32	=	\$ 1,599.84
Fridays	11	X	\$ 100.00	=	\$ 1,100.00
					\$ 5,499.56

Not to exceed: \$ 5,499.56

Christine Cramer - Art Enrichment
--

Rate Per 44/45 Minute Session: \$ 85.00

Monday at Hillcrest	Start Date	Start	Minutes	Pay Rate
	4-Mar	Period 1	44	\$ 85.00
		Period 2	44	\$ 85.00
		Period 3	44	\$ 85.00
		Period 4	44	\$ 85.00
		Period 5	44	\$ 85.00
		Period 6	44	\$ 85.00

Monday Total \$ 510.00

Wednesdays at Gravenstein	Start Date	Start	End	Minutes	Pay Rate
	27-Feb	8:40	9:25	45	\$ 85.00
		9:30	10:15	45	\$ 85.00

Thursday Total \$ 170.00

Trimester 3

Mondays	10	X	\$ 510.00	=	\$	5,100.00
Wednesdays	12	X	\$ 170.00	=	\$	2,040.00
					\$	7,140.00

Not to exceed: \$ 7,140.00

Kristina Dorman - Visual Arts Enrichment

Rate Per 44/45 Minute Session: \$ 80.00

Fridays at Hillcrest	Start Date	Start	End	Minutes		
	1-Mar	2:00	2:45	45	\$	80.00
		2:45	3:30	45	\$	80.00
Thursday Total					\$	160.00

Trimester 3

Fridays	11	X	\$ 160.00	=	\$	1,760.00
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Not to exceed: \$ 1,760.00

Paige Dumont - Gravenstein Athletic Movement Classes

Rate Per 45 Minute Session: \$ 50.00

Wednesdays	Start Date	Start	End	Minutes		
	27-Feb	9:30	10:15	45	\$	50.00
		10:35	11:20	45	\$	50.00
		11:20	12:05	45	\$	50.00
Wednesday Total						\$ 150.00

Thursdays	Start Date	Start	End	Minutes		
	28-Feb	8:50	9:20	30	\$	33.33
		9:25	9:55	30	\$	33.33
		10:35	11:05	30	\$	33.33
		11:05	12:40	30	\$	33.33
Thursday Total						\$ 133.33

Fridays	Start Date	Start	End	Minutes		
	1-Mar	9:30	10:15	45	\$	50.00
		10:35	11:20	45	\$	50.00
		11:20	12:05	45	\$	50.00
Friday Total						\$ 150.00

Trimester 3						
Wednesdays	12	X	\$ 150.00	=	\$	1,800.00
Thursdays	12	X	\$ 133.33	=	\$	1,599.98
Fridays	11	X	\$ 150.00	=	\$	1,650.00
					\$	5,049.98

Not to exceed: \$ 5,049.98

Margo Perin - Poetry Enrichment
--

Rate Per 45 Minute Session: \$ 75.00

Tuesdays	Start Date	Start	End	Minutes	Pay Rate	
	26-Feb	11:45	12:30	45	\$	75.00
		1:20	2:05	45	\$	75.00
		2:10	2:55	45	\$	75.00
Monday Total						\$ 225.00

Thursdays	Start Date	Start	End	Minutes	Pay Rate	
	28-Feb	9:30	10:15	45	\$	75.00
		10:35	11:20	45	\$	75.00
		11:20	12:05	45	\$	75.00
Friday Total						\$ 225.00

Trimester 3

Tuesdays	12	X	\$ 225.00	=	\$	2,700.00
Thursdays	12	X	\$ 225.00	=	\$	2,700.00
						\$ 5,400.00

Not to exceed: \$ 5,400.00

Nancy Prebilich - Drama Enrichment

Rate Per 45 Minute Session: \$ 60.00

Thursday	Start Date	Start	End	Minutes	Pay Rate	
	28-Feb	8:40	9:25	45	\$	60.00
		9:30	10:15	45	\$	60.00
		10:35	11:20	45	\$	60.00
		11:25	12:10	45	\$	60.00
		1:15	2:00	45	\$	60.00
		2:00	2:45	45	\$	60.00
		2:45	3:30	45	\$	60.00

Tuesday Total \$ 420.00

Trimester 3

Thursdays	12	X	\$ 420.00	=	\$	5,040.00
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Not to exceed: \$ 5,040.00

EXHIBIT B: Individual Service Agreement (ISA)

IV F

Nonpublic School: ANOVA Center for Education Santa Rosa Local Education Agency: Anova Center for Education, Sonoma

Pupil's Name: _____ Sex: M F Birthdate: _____ Grade: 5th Primary Disability: _____

Residential Setting: HOME FOSTER LCI Parent/Guardian's Name: _____

Pupil's Address: _____ LCI/FFH Lic. Number: _____

All terms and conditions of the current Sonoma County Special Education Local Planning Area Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the "Contract," are incorporated herein by this reference. Contractor will implement the pupil's Individualized Education Program (IEP) in accordance with this Individual Service Agreement (ISA) and the Contract. Invoices shall be submitted based on actual service provided and attendance standards in the Contract.

A. Daily Tuition Estimate: Pupil shall be enrolled at NPS commencing on 11/30/2018, and ending on 7/3/2019, unless earlier terminated by notice from LEA upon pupil's change of residence, change of placement or termination of the Master Contract.

Number of Regular School Year Days	111	Rate Per Day	\$237.11	Total Regular School Year Basic Education Costs	\$26,319.21
Number of ESY Days	19	Rate Per Day	\$237.11	Total ESY Basic Education Costs	\$4,505.09
Partial Day Student - Number of Regular School Year Days		Rate Per Minute	\$0.66	Number of minutes per day	0
Partial Day Student - Number of ESY Days		Rate Per Minute	\$0.66	Number of minutes per day	0
Total Instructional Days	130	Total Basic Education Costs - Adjusted Annually		\$30,824.30	

B. Nonpublic Agency Services and/or Designated Instruction & Related Services Estimate:

SERVICE	SERVICE START DATE	MASTER CONTRACT RATE	DURATION - MINUTES PER SESSION	FREQUENCY Times per Week or Month	WEEK MONTH OR YEAR	ESTIMATED ISA SERVICE SESSIONS	HOURS PER YEAR	ESTIMATED TOTAL = Cost per hour x estimated service hours or sessions
1. District of Residence Transportation Home to School		\$0.00			N/A	130		\$0.00
2. Individual Speech		Service included in Daily Tuition Rate			N/A			\$0.00
3. Speech		Service included in Daily Tuition Rate			N/A			\$0.00
4. Group Speech		Service included in Daily Tuition Rate			N/A			\$0.00
5. Behavior Intervention Development & Management		Service included in Daily Tuition Rate			N/A			\$0.00
6. Psychological		Service included in Daily Tuition Rate			N/A			\$0.00
7. Occupational Therapy	11/30/2019	Service included in Daily Tuition Rate	30	1	Week	28.00		\$0.00
8. Individual/Family Counseling	11/30/2018	\$76.27	60	1	Week	28.00		\$2,135.56
9. Parent Counseling		\$76.27			N/A			\$0.00
10. Group Counseling		\$38.14			N/A			\$0.00
11.					N/A			\$0.00
Maximum NPA Services and/or Designated Instruction & Related Services Cost - Estimate								\$2,135.56
Estimate Per DIEM	\$253.54	Maximum Total Basic Education & DIS/Related Services Cost - Estimate						\$32,959.86

C. Individual Pupil Specifications: _____

The parties hereto agree to comply with the terms of the Master Contract & hereby execute this ISA by and through their duly authorized agents or representatives

Nonpublic School: ANOVA Center for Education

Local Educational Agency:

 (Authorized Signature) (Date)
 50 Mark West Springs Road
 Santa Rosa, CA 95403
 Phone (707)527-7032 Fax (707)527-7960

 (Authorized Signature) (Date)
 Phone Fax

GUSD Administrative Proposal
For the time period through May 30, 2019
Proposed by Keri Pugno

This proposal was created to address the needs of the District from this moment through the end of this school year, June 30, 2019. It involves three key personnel:

- **A SCOE-appointed Interim Superintendent** for specific tasks.
 - Liaison to Board of Trustees
 - Negotiations
 - Budget Operations and preparation for 2019-2020
 - Evaluate (and advise) Principals
 - Advise on Legal Matters
 - Lead Superintendent Search for 2019-2020
(Descriptions of specific tasks to be detailed in separate document)
(*anticipate 2-3 days a week; to be negotiated)

- **Principal Pugno** taking over the daily operational responsibilities, those involving program development, new staff hiring, and those involving foundations and communication. (Specific tasks and compensation to be detailed in separate document)

- **Principal Deeths** taking over specific superintendent duties that relate to Hillcrest Middle School and provide discipline support for Gravenstein Elementary School. (Specific tasks and compensation to be detailed in separate document)

Timeline: NOW

I recommend the GUSD Board of Trustees request SCOE immediately appoint an Interim Superintendent from within the established pool of available, pre-screened candidates. This person would have specific, limited duties. The contract would be negotiated between GUSD and the appointee.

Additional support/resources

- On both campuses, non-administrative tasks or projects will be identified that can be transitioned to another staff member. Those staff members would be compensated on a monthly timesheet with not-to-exceed amounts previously established. (detailed in separate document)
- Address shortage of substitutes by increasing sub pay rate



Hillcrest Middle School
Academic Goal Setting for 2018-2019
 Developed on August 13, 2018 (Staff Development Day)

Grade level: 7

Teachers involved: Julia Garson, John Collins, Colleen Clements, Sergio Blanco, Jackie Jex-Lewis, April McDonald

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-CAASPP 2016-2017	Communicate Reasoning
2	Math- Module Tests	Attention to Precision
1	Language Arts- 2018 CAASPP	Listening - how well do students understand spoken information?
2	Language Arts- other assessments	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	Prepare students to answer claim-based questions.
2	Science -	Integration with math.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-19 Academic Goals

	English/Language Arts	Math	Science
GOAL for 2018-2019	A: Improve Listening for Content and Comprehension Skills; continue implementation from 2017-2018.	Develop and improve student communication of mathematical reasoning	Prepare students to be able to write a claim-based answer to a complex scientific question, that includes appropriate support and evidence.
Specific	A:	1. Review CAASPP	Begin with discriminating

steps created to achieve goal	<ol style="list-style-type: none"> 1. Review CAASPP testing practices for listening assessments. 2. Incorporate listening activities, specifically content recall activities, without transcripts. 3. Use collaborative listening activities with the objective of communicating content without notes or written support. 4. Daily Mindfulness Practice to improve listening skills in a calming context. <p>B: Develop arguments, claims, and/or explanatory writing using credible sources, logical reasoning, relevant facts, concrete details and definitions.</p> <ol style="list-style-type: none"> 1. Utilize PBS learning media lessons to discern reliable from unreliable sources and how to compare quality between two reliable sources. 2. Close reading of informative texts to model culling relevant facts to form an argument, claim, or explanation. 	<p>scores and identify areas in need of improvement (for whole group as well as individuals)</p> <ol style="list-style-type: none"> 2. Incorporate more writing into the weekly class routine. "Wordy Wednesdays" for focusing on word problems as well as making up our own. 3. Daily warm-ups followed by think-pair-share to communicate the solution and the process to finding the solution. 4. Graded assignments based on Performance Tasks (use Illustrative mathematics, Mars Tasks, etc.) These assignments will be more complex in solving and the students will need to show/explain the steps taken to finding the solution. 	<p>information, then answer simple questions, identify appropriate support, construct and organize the argument including a thesis.</p>
Timeline	2018-2019 school year	2018-2019 school year	Ongoing throughout the school year.
Staff responsible for monitoring goal progress	Garson, Clements, Collins	Jex-Lewis, McDonald	Science teachers in collaboration with Language Arts.
Support needed	A: Technological support with non-fiction listening	Attend conferences/workshops that	Self directed planning time during ERDs, professional

	<p>resources (Study Sync, Podcasts) and comprehension assessment materials.</p> <p>B: PBS Learning Media for distinguishing credible sources.</p>	<p>focus on communicating reasoning in mathematics</p> <p>Possible subscription to "Scholastic Math" for students</p> <p>Time to research/develop grade appropriate assignments based on Performance Tasks</p>	<p>development as appropriate</p>
<p>Progress monitoring</p>	<p>Trimester benchmarks based on writing units:</p> <p>Trimester 1: Narrative focus address listening goals. Pre and post test.</p> <p>Trimester 2: Opinion writing unit address research and inquiry goals. Trimester 3: Research writing unit address research and inquiry goals.</p>	<p>Classroom teachers design same assignments and compare assessments.</p>	<p>Measure growth with benchmark developed by science department.</p>

Hillcrest Middle School
Academic Goal Setting for 2018-2019
 Developed on August 14, 2018 (Staff Development Day)

Grade level: 6

Teachers involved: Dexter, Helton, Kinman, Rich

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>2018 CAASPP , results from other local assessments</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- 2018 CAASPP	We are aiming at moving <i>Standard Not Met</i> and <i>Standard Nearly Met</i> students to <i>Standard Met</i> students
2	Math- Other assessments	Homework scores, IXL Skills, Unit assessments, End of 6th Grade Math Assessment
1	Language Arts- 2018 CAASPP	Analysis of 2018 CAASP results indicated areas for improvement were in writing conventions and listening skills. It also appears there is a general weakness in writing conventions.
2	Language Arts- other assessments	Oral comprehension assessment, grammar, and writing mechanics lesson assessments.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-2019 Academic Goals

	English/Language Arts	Math	NGSS
GOAL for 2018-2019	Increased focus on language conventions to increase students from standards not met or nearly met or to standards met	A. Make sense of problems and persevere in solving them	A. Deliver an integrated 6th grade curriculum with earth, physical, and life sciences
Specific steps created to achieve goal (Please list how each subject can support the goal)	<p>A:</p> <ol style="list-style-type: none"> 1. Review CAASPP testing practices form writing conventions. 2. Implement Study Sync tools and administer interim written assessments to determine growth. 3. Differentiate use of specific IXL writing topics. 	<ol style="list-style-type: none"> 1. Daily practice of higher order thinking questions 2. Emphasize growth mindset when faced with challenge 3. Organization skills and attending to precision 	<ol style="list-style-type: none"> 1. Students will be given tools necessary plan, gather materials, and evaluate curriculum to develop strategies to acheive desired outcome.
Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year
Staff responsible for monitoring goal progress	Dexter, Kinman	Rich, Helton	Rich, Helton

Support needed	Technological support with resources (Study Sync, IXL) and writing assessment materials.	A. Go Math 6th Grade curriculum (online and text) B. IXL C. Supplemental resources from TPT, etc.	A. STEMScopes online curriculum B. Supplemental resources from TPT, etc. C. Training needed
Progress monitoring (please give specific examples with approx. dates)	A. End of unit assessments through Study Sync B. Review of student written work using rubrics.	End of trimesters corresponding with report cards	End of trimesters corresponding with report cards

Grade level: 7

Teachers involved: Julia Garson, John Collins, Colleen Clements, Sergio Blanco, Jackie Jex-Lewis, April McDonald

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-CAASPP 2016-2017	Communicate Reasoning
2	Math- Module Tests	Attention to Precision
1	Language Arts- 2018 CAASPP	Listening - how well do students understand spoken information?
2	Language Arts- other assessments	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	Prepare students to answer claim-based questions.
2	Science -	Integration with math.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-19 Academic Goals

	English/Language Arts	Math	Science
GOAL for 2018-2019	A: Improve Listening for Content and Comprehension Skills; continue implementation from 2017-2018.	Develop and improve student communication of mathematical reasoning	Prepare students to be able to write a claim-based answer to a complex scientific question, that includes appropriate support and evidence.
Specific steps created to achieve goal	<p>A:</p> <ol style="list-style-type: none"> 1. Review CAASPP testing practices for listening assessments. 2. Incorporate listening activities, specifically content recall activities, without transcripts. 3. Use collaborative listening activities with the objective of communicating content without notes or written support. 4. Daily Mindfulness Practice to improve listening skills in a calming context. <p>B: Develop arguments, claims, and/or explanatory writing using credible</p>	<ol style="list-style-type: none"> 1. Review CAASPP scores and identify areas in need of improvement (for whole group as well as individuals) 2. Incorporate more writing into the weekly class routine. "Wordy Wednesdays" for focusing on word problems as well as making up our own. 3. Daily warm-ups followed by think-pair-share to communicate the solution and the process to finding the solution. 4. Graded assignments based on Performance Tasks (use Illustrative 	Begin with discriminating information, then answer simple questions, identify appropriate support, construct and organize the argument including a thesis.

	<p>sources, logical reasoning, relevant facts, concrete details and definitions.</p> <ol style="list-style-type: none"> 1. Utilize PBS learning media lessons to discern reliable from unreliable sources and how to compare quality between two reliable sources. 2. Close reading of informative texts to model culling relevant facts to form an argument, claim, or explanation. 	<p>mathematics, Mars Tasks, etc.) These assignments will be more complex in solving and the students will need to show/explain the steps taken to finding the solution.</p>	
Timeline	2018-2019 school year	2018-2019 school year	Ongoing throughout the school year.
Staff responsible for monitoring goal progress	Garson, Clements, Collins	Jex-Lewis, McDonald	Science teachers in collaboration with Language Arts.
Support needed	A: Technological support with non-fiction listening resources (Study Sync, Podcasts) and comprehension assessment materials.	Attend conferences/workshops that focus on communicating reasoning in mathematics Possible subscription to "Scholastic Math" for students	Self directed planning time during ERDs, professional development as appropriate

	B: PBS Learning Media for distinguishing credible sources.	Time to research/develop grade appropriate assignments based on Performance Tasks	
Progress monitoring	<p>Trimester benchmarks based on writing units:</p> <p>Trimester 1: Narrative focus address listening goals. Pre and post test.</p> <p>Trimester 2: Opinion writing unit address research and inquiry goals. Trimester 3: Research writing unit address research and inquiry goals.</p>	Classroom teachers design same assignments and compare assessments.	Measure growth with benchmark developed by science department.

Grade level: 8

Teachers involved: David Cole, Kelly Sporrer, Heather Johnson, Jackie Jex-Lewis, April McDonald, Sergio Blanco.

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-CAASPP 2016-2017	Communicate Reasoning
2	Math- Module Tests	Attention to Precision
1	Language Arts- 2018 CAASPP	Listening - how well do students understand spoken information?
2	Language Arts- other assessments	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	Integration with math - Roller coaster yearly project.
2	Science -	Cross cutting concepts - 3 Dimension implementation

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-2019 Academic Goals

	English/Language Arts	Math	Science
GOAL for 2018-2019	Listening - how well do students understand spoken information? - We want to reduce the amount of "Near Standards" to "At" or "Above"	Communicate Reasoning in Problem Solving	Roller coaster yearly project. Science and math integration. Standards alignments include: MS-PS3-2, MS-PS2-4, MS-PS2-5. Cross Cutting Concepts covered: CCC-1, CCC-2, CCC-4, CCC-5. Engineering practices: SEP-1, SEP-2, SEP-3, SEP-4, SEP-5, SEP-6.
Specific steps created to achieve goal	Implement Study Sync tools monthly with students and have students complete a Listening SBAC Interim Assessment once a trimester	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved and open response questions built into bi-monthly tests	Trimestral building steps: -1st trimester: planning. Creation of a blueprint. (Understanding interactions between potential-kinetic energy) -2nd trimester: preparation. Contact with materials, cutting and starting stages of assembling. (Engineering structures, gravity and center of gravity, structural integrity) -3rd trimester: construction. Final stages and assembling of the project. (Mass-acceleration-force interaction, flow, structural integrity)
Timeline	Monthly and once a trimester	Weekly discussion in the class, with a written component 2-3 times/month.	Hands-on activities implemented during early release days.
Staff responsible for monitoring goal	Each classroom LA and teacher	Each classroom teacher	Science and math teachers

progress			
Support needed	StudySync resource support and common planning time to research and implement with ELA teachers and then students	Scholastic Magazine subscription?	Different materials to build structures. Cardstock with different colors, tape, and cardboard bases. Chromebooks to test and practice using different online virtual labs.
Progress monitoring	Informal and formal assessment	Classroom teachers design same assignments and compare assessments.	<ul style="list-style-type: none"> - Informal and formal assessments. - Goal completions at the end of each trimester. (rubrics) - Project completion.(rubric)

Goals should be created using the SMART format--

S - specific, significant, stretching

M - measurable, meaningful, motivational

A - agreed upon, attainable, achievable, acceptable, action-oriented

R - realistic, relevant, reasonable, rewarding, results-oriented

T - time-based, time-bound, timely, tangible, trackable

Gravenstein Elementary School Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: Transitional Kindergarten
Teachers involved: Stephanie Tomsky

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-Teacher administered assessments	Students cannot identify basic shapes: triangle, square, circle, rectangle
2	Math-Teacher administered assessments	Recognizes numbers to 10 or more
1	Language Arts-daily observation/checklists from centers time	Write name with appropriate cases using proper letter formation
2	Language Arts-daily observations/checklists from centers time	Recognizes capital and lower-case letters

(Add more rows if necessary to reflect the multiple methods used to gather data.)

**2018-2019 Academic Goals for Gravenstein Elementary (SPSA)
Grade: TK**

Teacher involved: Stephanie Tomsky

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	Students will be able to write their name with appropriate cases using proper letter formation.	Students will be able to identify basic shapes.	Students will be able to identify five senses and what they are used for.
Specific steps created to achieve goal	Daily practice using whole group, small group and one-on-one time with teacher.	Students will engage in a variety of hands on shape activities during centers.	Experimentation through open-ended hands on activities.
Timeline	At the end of each unit, I will evaluate students' progress.	Students will participate in centers focused on shapes weekly.	Year long
Staff responsible for monitoring goal progress	Stephanie Tomsky	Stephanie Tomsky	Stephanie Tomsky
Support needed	Instructional aide/parent volunteers	Instructional aide/parent volunteers	NGSS training at SCOE for Early Learners
Goal Progress (To be recorded at each trimester.)	Trimester 1-10/20 students Trimester 2-18/20 students Trimester 3-	Trimester 1-14/20 students Trimester 2-18/20 students Trimester 3-	Trimester 1-11/20 students Trimester 2-16/20 students Trimester 3-

Gravenstein Elementary School Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: Kindergarten

Teachers involved: Kate Crandall, Kory Briggs, Sally Redfern, Beth Trivunovic

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-Teacher generated pre-tests	Students are not familiar with math vocabulary pertaining to addition and subtraction, symbols, and or problem solving key phrases. Example, "How many more less,..."
2	Math-	
1	Language Arts- Writing Journals	Correct usage of capitals at the beginning of sentences and ending with correct punctuation is not a consistent habit.
2	Language Arts- Handwriting Workbooks	Correct letter and number formation using a correct pencil grip is emerging. **Special attention to reversals.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

**2018-2019 Academic Goals for Gravenstein Elementary (SPSA)
Grade: Kindergarten**

Teachers involved: Kate Crandall, Kory Briggs, Sally Redfern, Beth Trivunovic

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	Students will have correct usage of capitals at the beginning of sentences, and ending with correct punctuation. Students will demonstrate correct letter and number formation using a correct pencil grip. Special attention to reversals.	Students will be familiar with math vocabulary pertaining to addition and subtraction symbols and/or problem solving key phrases. (i.e. how many more, less...)	Students will take risks through trial and error as they learn about the Scientific Method.
Specific steps created to achieve goal	Daily handwriting practice. Writing Journals for free and structured writing practice and editing routines. Dictation with editing practice.	Anchor charts highlighting addition and subtraction signs, words, pictures, etc.	Experimentation through open-ended hands on activities.
Timeline	Year Long	Year Long	Year Long
Staff responsible for monitoring goal progress	Kindergarten Teachers	Kindergarten Teachers	Kindergarten Teachers
Support needed	Instructional assistance specifically for one on one assessments	Instructional assistance specifically for one on one assessments	District funded requisitions/POs
Goal Progress (To be recorded at each trimester.)	Trimester 1-Majority of students were developing this skill on an independent level (i.e. free write). However, when students were provided a dictated sentence the majority were able to transfer	Trimester 1-This goal began midway of the 2nd trimester. In progress. Trimester 2-Students continue to develop their working vocabulary with math terms and	Trimester 1-Students were provided ample time within class exploration in preparation of Mr. Science 2nd trimester. Trimester 2-Students are learning that science is a process which

*K.
goals*

	letters, spelling, and punctuation correctly. Trimester 2-We are seeing an increase of student motivation to attempt more independent writing with phonetic spelling and correct CVC spelling. Trimester 3-	understanding of math terms to correct symbol using. Trimester 3-	can be repeated for better outcome. Trimester 3-
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K. goals
cont.

Gravenstein Elementary School

Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: 1

Teachers involved: Debbie Candau, Kelley Lannon, Michelle Dellosa, Kadie Clement

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math-Go Math Performance Tasks	<p>Goal: Improve student performance in the area of communicating mathematical thinking.</p> <p>GO Math Performance Tasks will be used to assess students' ability to communicate mathematical thinking and problem solving.</p> <p>At least 75% of students will score an average rubric score of 3 on chapter performance tasks.</p> <p>Scores will be sent to Mrs. Pugno at the end of each trimester.</p>
2	Math-Weekly Timed Test for Math Fact Fluency, Addition and Subtraction up to 10.	<p>We will be watching for growth in addition and subtraction fluency.</p> <p>*Our students have shown growth in both addition and subtraction fluency.</p>
1	Language Arts-Open Court Assessments	<p>Assessments broken down by section (i.e. comprehension, phonics, spelling, sight words, and grammar). We will be focusing on the grammar section.</p> <p>GOALS</p>

		<p>ELA - Weekly Open Court Assessments</p> <ul style="list-style-type: none"> ● 90% of students will have an average score of 70% or above on weekly Open Court Reading weekly assessments <ul style="list-style-type: none"> ○ T2 88% ● 75% of students will have an average score of 80% or above on weekly Open Court Reading weekly assessments <ul style="list-style-type: none"> ○ T2 75% ;) ● All weekly scores will be sent to Mrs. Fugno at the end of each trimester
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(Add more rows if necessary to reflect the multiple methods used to gather data.)

**2018-2019 Academic Goals for Gravenstein Elementary School (SPSA)
Grade: 1**

Teachers involved: Debbie Candau, Kelley Lannon, Michelle Dellosa, Kadie Clement

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.1.1 Answer questions about key details in a text. 2. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, gather information from provided sources to answer a question. 	<ol style="list-style-type: none"> 1. With guidance and support from adults, students will use objects, drawings, equations with symbols, and math vocabulary to explain their mathematical thinking and problem solving. 2. Students will improve their timed math fluency scores to 10 in addition and subtraction. 	<ol style="list-style-type: none"> 1. We will implement science lessons that align with NGSS for first grade, focusing on the 4 main topics (Organisms, Sound, Light, and Sun/Moon/Stars). 2. We will align these lessons with our ELA units.
Specific steps created to achieve goal	<ol style="list-style-type: none"> 1. Strategies: Students will receive weekly instruction and practice with: <ul style="list-style-type: none"> -reading comprehension questions related to their core decodable books -locating and identifying text evidence to answer the comprehension questions -students will identify key words in the questions and locate those same words in the text - Students will locate the answer to the question and highlight the text 	<ol style="list-style-type: none"> 1. Students will receive weekly instruction and practice with: <ul style="list-style-type: none"> Explaining math thinking using a problem solving journal and the "PROVE IT" process to check their work 2. We will incorporate fluency fact practice during their computer time. <ul style="list-style-type: none"> -Students struggling will meet on a weekly basis to play a math game, focusing on fluency. 	<ol style="list-style-type: none"> 1. Creating science binders with NGSS aligned lessons on each of the main topics. 2. Putting together kits to go along with the lessons. 3. Utilizing Mystery Doug once a week.

1 goal

	<p>evidence in their decodable book.</p> <p>2. Strategies: Students will receive weekly instruction and practice with:</p> <ul style="list-style-type: none"> -Rephrasing questions in order to answer in complete sentences that are precise and thoroughly address and answer the question posed -Students will respond to questions in writing using complete sentences that include: question rephrasing, correct spelling, capitalization, ending punctuation, and provide text evidence <p>3. Utilize Open Court games online, monitoring student progress as necessary.</p>	<p>3. Weekly fluency practice on the back of Spelling Tests.</p>	
Timeline	<p>At the end of each unit, 1st grade teachers will meet to compare and evaluate the grammar portion of the weekly Open Court Assessments as well as reading comprehension through the Decodables. Teachers will share resources that have proven successful.</p>	<p>Prior to each staff meeting, 1st grade teachers will meet to share the math fluency scores.</p>	<p>Once teachers have completed a unit, they will collaborate to discuss the successes of the lessons as well as ways to improve.</p>
Staff responsible for monitoring goal progress	<p>Kelley Lannon and Debbie Candau</p>	<p>Kadie Clement and Michelle Dellosa</p>	<p>All first grade teachers</p>
Support needed	<p>Subscription to education.com and some apps that target first</p>	<p>Engaging apps that target addition and subtraction fluency to 10. 60</p>	<p>Materials for our science lessons as well as the books that align</p>

	grade grammar skills such as Raz Kids and Head Sprout.	decks of playing cards for math games.	with the units.
Goal Progress (To be recorded at each trimester.)	<p>Trimester 1 ELA</p> <p>T1 ELA Assessments Candau 92% Clement 79% Dellosa 79% Lannon</p> <p>Grammar and Mechanics Avg. Candau 82% Clement 75% Dellosa 67%</p> <p>CANDAU DATA ELA Test average Class average score = 92% 67% scored 90% or above 94% scored 80% or above 100% scored 75% or above</p> <p>Grammar Section Average (5 questions/week) Class average = 82% 47% scored 90% or above 65% scored 80% or above 82% scored 70% or above 18% scored below 70%</p> <p>3.63 rubric average decodable comprehension work</p> <p>89% other comprehension work</p> <p>Online games used weekly</p> <p>Trimester 2</p>	<p>Trimester 1 Math</p> <p>T1 Chapter Test Averages: Candau 91% Clement 77% Dellosa 75% Lannon</p> <p>CANDAU DATA Math assessment avg = 92%</p> <p>Addition fluency avg (20 problems in 3 min) 91% class average</p> <p>Subtraction fluency average (20 problems in 3 min) 94% class average</p> <p>Assessment Task 3.43 rubric score avg 88% scored 3 or higher</p> <p>Trimester 2</p> <p>Math T2 assessment Averages Candau 90% Clement 79% Lannon 88% Dellosa 76%</p> <p>Performance Tasks Averages Rubric score: Candau = 3.3 74% scored 3 or above 89% scored 2.67 or above</p> <p>T2 Math fluency with 10</p>	<p>Trimester 1 Science</p> <ul style="list-style-type: none"> Using Mystery Doug and/or Mystery Science weekly Support Materials requested - not yet received Discussed Sound unit as a team (lesson went well, students were very engaged, had to borrow materials to implement) <p>Trimester 2</p> <p>All class have continued to use Mystery Doug and/or Mystery Science (Room 3 students beg for Mystery Doug during snack time)</p> <p>Since we found out that a new Science curriculum is likely or will be adopted for next year, we are not continuing to pursue putting kits together.</p> <p>Currently wrapping up Plant Science tied to Unit 7 of ELA program</p>

1 goal cont.

	<p>ELA ASSESSMENT AVERAGE Candau 92% Clement 78% Delloso 77% Lannon 92%</p> <p>88% of 1st grade students scored at least a 70% average on ELA tests (goal almost reached)</p> <p>75% of 1st grade students scored at least 80% (GOAL MET!!!)</p> <p>Grammar and Mechanics (GUM) pg 4 of weekly assessments Averages:</p> <p>Candau 90% Clement 76% Delloso 72% Lannon 90%</p> <p>Continuing to target Grammar and mechanics</p> <p>Weekly Games on Connect Ed are a great resource and an engaging way for students to practice and reinforce weekly targeted skills.</p> <p>Weekly ELA test data being finalized and sent to Mrs. Pugno</p>	<p>We started with 3 minute fluency in T1 for 20 problems in T2 - 20 problems are to be completed in 2 minutes.</p> <p>Addition Fluency Candau: 99% Went from 91% to 99% even though time limit was reduced. (goal exceeded)</p> <p>Subtraction Fluency Candau: 94% Avg remained at 94% but time to complete the 20 problems went from 3 to 2 minutes. (goal met)</p>	
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1. goals cont.

Gravenstein Elementary School
Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: 2

Teachers involved: Aimee Otterson, Michelle Sprinkle, Shannon DeBolt, Nicole Basque

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- Performance Tasks	Students struggle to set up and understand problems in order to solve them, especially multi-step.
2	Math- Telling Time	Students have trouble telling time: by the minute, by 5 minutes, half past, quarter after, quarter until, etc.
1	Language Arts- Writing Assessments	Students have trouble effectively organizing their responses including citations, paragraphs, and supporting details.
2	Language Arts- Grammar	Students struggle to understand parts of speech and grammar conventions.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

**2018-2019 Academic Goals for Gravenstein Elementary (SPSA)
Grade: 2**

Teachers involved: Aimee Otterson, Michelle Sprinkle, Shannon DeBolt, Nicole Basque

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	<ul style="list-style-type: none"> By the end of the school year, 75% of students will earn a passing score of 3 or 4 on their Unit Writing Assessments. By the end of the school year, 75% of students will achieve 80% or higher on the grammar portion of the Unit Assessments. 	<ul style="list-style-type: none"> By the end of the school year, 75% of students will earn a passing score of 80% or higher on the Math Performance Tasks. By the end of the school year, 75% of students will earn an 80% or higher on the Telling Time Chapter Test and End of the Year Report Card Assessment. 	Integrate NGSS with our Language Arts Curriculum.
Specific steps created to achieve goal	<ul style="list-style-type: none"> Set aside time each week to review the previous week's writing assessment. Student access to rubric, checklist, and sample for weekly writing assessments. Use IXL to practice grammar on a weekly basis. 	<ul style="list-style-type: none"> Utilize Math on the Spot to guide instruction Set aside time to review Math Performance Tasks once students have finished Use IXL to practice telling time. Incorporate telling time in our morning math warm-up. 	<ul style="list-style-type: none"> Use our science binders Incorporate Mystery Science
Timeline	Weekly grammar and writing instruction and review. Unit Writing and Grammar Assessments will be given every	<ul style="list-style-type: none"> Will review Math Performance Tasks after each Chapter Test. Daily warm-up review of 	<ul style="list-style-type: none"> Students will participate in hands-on science activities for each NGSS.

	6 weeks.	telling time.	
Staff responsible for monitoring goal progress	Classroom Teachers	Classroom Teachers	Classroom Teachers
Support needed	N/A	N/A	<ul style="list-style-type: none"> • Access to Mystery Science Online. • Financial support for materials
Goal Progress (To be recorded at each trimester.)	<p><u>Trimester 1-</u> -Continuing to use IXL each week or as needed to reinforce weekly grammar concept.</p> <p>-Still heavily modeling writing process, not able to utilize rubric on their own yet.</p> <p>-Simplify rubric</p> <p>-Look at writing subscription through Reading A-Z Kids and HeadSprout to help support.</p> <p>Trimester 2- Still monitoring based on feedback from Trimester 1.</p> <p>-Students continue to struggle with writing. Going to look at utilizing "Genre Practice" book for writing next trimester or next year?</p> <p>-No Reading A-Z/Headspout</p>	<p><u>Trimester 1-</u> -Continuing to review Performance Task once a chapter</p> <p>-Not teaching clocks this trimester but clocks occasionally appear in math warm ups</p> <p>Trimester 2-</p> <p>- Giving students time to work on math skills online helped telling skills. Some students still confusing the hour and minute hand.</p> <p>-Try utilizing math on Freckle more often.</p> <p>-Performance Tasks continue to be confusing. Some students seem to benefit from reviewing performance tasks, but others still struggle to understand.</p>	<p><u>Trimester 1-</u> -Continuing to gather materials and supplies to utilize binder and Mystery Science and connect with the Open Court units</p> <p>Trimester 2-</p> <p>-Would like more time at ERD for common planning time to discuss science.</p> <p>-Still gathering materials so that we are prepared ahead of time for next year.</p> <p>Trimester 3-</p>

Gravenstein Elementary School Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: 3

Teachers involved: Alicia Barrera, Beth Haas, Suzi Mattish, Vanessa Nordstrom

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- Chapter Assessments	Trimester 1 average. Results as # of students at each level: Exceeds standard (advanced): 17 Meets standard: 48 Nearly meets standard: 9 Not meeting standard: 6 80 students assessed
2	Math-	
1	Language Arts- Unit Assessments	Unit 3 (mid-year) Results: # of students at each level 90-100%: 22 80-89%: 23 70-79%: 22 60-69%: 9 below 60%: 1 77 students assessed
2	Language Arts Reading Fluency	Meeting expectations at 106 cwpm at first trimester report card: 61 students Not meeting fluency expectations: 17 students 78 students assessed

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-2019 Academic Goals for Gravenstein Elementary (SPSA)

Grade: 3

Teachers involved: Alicia Barrera, Beth Haas, Suzi Mattish, Vanessa Nordstrom

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	>75% of our students can support reading comprehension answers with text evidence	>75% of our students can correctly solve and explain multi-step word problems and Performance Tasks	Incorporate hands-on, STEM, activities to support the engineering and design standard
Specific steps created to achieve goal	<ol style="list-style-type: none"> 1. Open Court curriculum supports the goal in several ways including "Management Routine A: Handing Off" and "Reading and Responding" sections 2. Digital Readworks 	<ol style="list-style-type: none"> 1. Daily word problem practice during math lessons 2. Critical Area Performance Tasks (1-5) 3. MARS tasks (SCOE) 	<ol style="list-style-type: none"> 1. Mystery Science lessons and activities 2. Mr. Science lessons 3. ELA-Science cross-curricular activities in Open Court
Timeline	By CAASPP testing with grade-level check-ins on results of Units 1-5 tests.	By CAASPP testing with grade-level check-ins in 6 week intervals near progress report times	Grade-level check-ins on early release days.
Staff responsible for monitoring goal progress	All third grade team	All third grade team	All third grade team
Support needed	None above what we already have	None above what we already have	Mystery Science digital subscription
Goal Progress (To be recorded at each trimester.)	Trimester 1- see data previous pg Trimester 2- still compiling Trimester 3- tbd	Trimester 1- see data previous pg Trimester 2- still compiling Trimester 3- tbd	Trimester 1- see data previous pg Trimester 2- still compiling Trimester 3- tbd

Gravenstein Elementary School Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: 4

Teachers involved: Allie Brown, Lynn Martinez, Paul Carey, Petria Sully

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- Mid Chapter Checkpoint, End of Chapter Tests,	Strengths - computation and skill-based understanding Weakness - multi-layered problem solving, problems that build on one another, explaining mathematical reasoning
2	Math- Mars Tasks and Performance Tasks (Go Math!)	Strengths - helping students think critically about problem solving Weakness - finding the time to really dig in, complete, and analyze
1	Language Arts- Selection Assessment (Open Court 2018)	Strengths - straightforward comprehension of basic literary elements Weakness - Appropriate and accessible grammar; overwhelming with not enough scaffolding and practice; questions are too dense
2	Language Arts- Trimester benchmark Assessments/Unit Assessments	We hope this assessment will give us a sense of how students have internalized and mastered standards through a summative assessment. TBD - will review strengths and weaknesses following the 1st benchmark at the end of trimester 1

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-2019 Academic Goals for Gravenstein Elementary School (SPSA)

Grade: 4

Teachers involved: Allie Brown, Lynn Martinez, Paul Carey, Petria Sully

	English/Language Arts	Math	Science (NGSS)
GOAL for 2018-2019 (This will be what is submitted to the board and included in the LPAC.)	Continuing to work on ELA Listening Claim.	Critical thinking and communication claim, in addition to reasoning claim. (Effective use of math vocabulary)	Working on understanding NGSS thoroughly. Familiarizing team with language and standards.
Specific steps created to achieve goal	Readworks audio online, Interim audio assessments	Complete MARS Tasks/Performance Tasks Weekly, Interim performance task assessments.	Working with Mystery Science/ Mr. Science/Weekly team meetings/NGSS Standards
Timeline	Evaluate data monthly as a team	Evaluate monthly as a team	Evaluate monthly as a team
Staff responsible for monitoring goal progress	4th Grade Team	4th Grade Team	4th Grade Team
Support needed	Time to collaborate	Time to collaborate	Time to collaborate
Goal Progress (To be recorded at each trimester.)	<p>Trimester 1- Teacher led listening activities; No data collected</p> <p>Trimester 2- Interim assessments through the CAASPP website administered with results pending. Will update percentages mid-trimester</p> <p>(4)</p> <p>(3)</p> <p>(2)</p> <p>(1)</p>	<p>Trimester 1- MARS tasks (Brown/Sully) Weekly POW (Martinez)</p> <p>Trimester 2- Interim assessments through the CAASPP website administered with results pending. Will update percentages mid-trimester</p> <p>(4)</p> <p>(3)</p> <p>(2)</p>	<p>Trimester 1- Using Mystery Science curriculum with STEM tie-ins in the classroom and through Mr. Science enrichment. Comprehensive assessment using lesson packets, end-of-mystery and unit assessments.</p> <p>100 percent proficient- Sully, Brow, Martinez, Carey</p>

	<p>Trimester 3-</p>	<p>(1) Trimester 3-</p>	<p>Trimester 2- Using Mystery Science curriculum with STEM tie-ins in the classroom and through Mr. Science enrichment. Comprehensive assessment using lesson packets, end-of-mystery and unit assessments. 100 percent proficient- Sully, Brow, Martinez, Carey</p> <p>Trimester 3-</p>
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Gravenstein Elementary School Academic Goal Setting for 2018-2019

Developed on August 13, 2018

Grade level: 5

Teachers involved: Megan Gorman, Ani Hansen, Alexis Grimm, Alex Squires

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: <i>(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.</i>	Analysis of Assessment results: <i>(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?</i>
1	Math- CAASPP Score	<u>Weakness:</u> Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem (Above= 43%, Near= 49%, Below= 9%) <u>Problem Solving and Modeling and Data Analysis:</u> How well can your child show and apply problem-solving skills (Above= 53%, Near= 35%, Below= 13%) <u>Strength:</u> Concepts & Procedures: How well does your child use mathematical rules and ideas? (Above= 65%, Near= 28%, Below= 8%)
2	Math-	
1	Language Arts- CAASPP Scores	<u>Weakness:</u> Listening: How well does your child understand spoken information? (above=45%, Near=48%, below=8%) <u>Strength:</u> Research/Inquiry: How well can

		your child find and present information about a topic (Above= 58%, Near= 33%, Below= 10%)
2	Language Arts-	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2018-2019 Academic Goals Grade: 5

Teachers involved: Megan Gorman, Ani Hansen, Alexis Grimm, Alex Squires

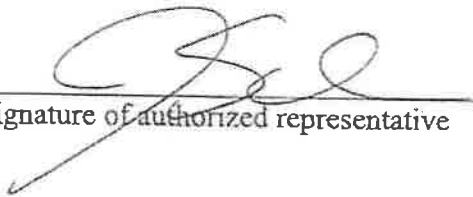
	English/Language Arts	Math	Science (NGSS)
<p>GOAL for 2018-2019 (This will be what is submitted to the board and included in the Local Control Accountability Plan, LCAP.)</p>	<p>(Listening) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • Listening to teacher read aloud novels • Listening to audio for weekly Wonders texts • Responding to comprehension questions based on what was read/listen aloud 	<p>(Communicating Reasoning) Students will continue to work on explaining to themselves the meaning of a problem and looking for entry points to its solution. Students will be able to understand the approaches of others to solving complex problems and identify correspondences between different approaches. Students will continue to work on clearly expressing their problem solving process and approach in writing.</p> <ul style="list-style-type: none"> • Short answer Math Tests • Oral in class discussions 	<p>*Incorporate more lab and hands on experiments that align with NGSS. *Inquiry/Discovery based learning *Team work, especially with engineering based.</p> <ul style="list-style-type: none"> • STEAM based experiments that align for 6th grade. <p>*Use more Mystery Science labs * We need to review previous curriculum before taking the CAST next year. * review communicating reasoning and data applications</p>
		<p>(Problem Solving and Modeling and Data Analysis) Students will continue to work on calculating accurately and efficiently. They will express numerical answers with a degree of precision appropriate for the problem context. Students will work on developing carefully formulated explanations to each other and in writing.</p> <ul style="list-style-type: none"> • Weekly fact fluency quizzes • Demonstrating computation accuracy in chapter tests • Short answer Math Tests • CAASPP Practice Tests 	

<p>Specific steps created to achieve goal</p>	<p>Our strategies for reaching this goal are to review and reinforce the grade-level standards through: direct instruction, guided practice, and independent practice.</p> <p>Direct Instruction- Open Court curriculum & In-depth novel study listening to the stories out loud</p> <p>Guided Practice- Open Court and Science/Social Studies listening to the book and focus on verbal understanding</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Weekly Selection and Unit Assessments 2. Open Court: Beginning of the Year Diagnostic Assessment, Benchmark Assessments: Middle of the Year & End of the Year 	<p>Our strategies for reaching this goal will be achieved through: direct instruction, guided practice, and independent practice.</p> <p>Direct Instruction- Go Math! Curriculum and students taking notes in a Math Notebook along with open dialogue and "Math Talk"</p> <p>Guided Practice- Think Central online assignments and teacher-created worksheets and activities</p> <p>Independent Practice- Go Math! Provided homework; IXL chapter-specific skills, more time for group "math talk"</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Prerequisite Skill Inventory Assessment 2. Think Central chapter quizzes and tests 3. Mid-year assessment 4. End-of-the-Year assessment 	<p>Use Mystery Science as a resource to provide additional support and hands on experiments.</p>
<p>Timeline</p>	<p>1st Trimester: Diagnostic Assessments (Comprehension, Vocabulary, Phonics, and Fluency), Unit Assessment, Weekly Selection Tests</p> <p>2nd Trimester: Middle of the Year Benchmark, Unit Assessment,</p>	<p>1st Trimester: Prerequisite Skill Inventory Assessment, Beginning of the year Test, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes</p> <p>2nd Trimester: Middle of the Year Test,, Mid-Chapter Checkpoints,</p>	<p>1st Trimester: Assessments (comprehension of material, vocabulary, and how systems work) Labs, STREAM experiments</p> <p>2nd Trimester: Assessments (comprehension of material,</p>

	Weekly Selection Tests 3rd Trimester: End of the Year Benchmark, Unit Assessment, Weekly Selection Tests, 2017-2018 CAASPP	Chapter Tests, weekly fact fluency quizzes 3rd Trimester: End of the Year Assessment, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes, 2017-2018 CAASPP	vocabulary, and how systems work) Labs, STREAM experiments 3rd Trimester: Assessments (comprehension of material, vocabulary, and how systems work) Labs, STREAM experiments
Staff responsible for monitoring goal progress	Classroom teacher	Classroom Teacher	Classroom Teacher
Support needed			
Goal Progress (To be recorded at each trimester.)	Trimester 1- gathered base level scores Trimester 2- Working at gathering and comparing the data from the first trimester Trimester 3-	Trimester 1- gathered base level scores Trimester 2- Working at gathering and comparing the data from the first trimester Trimester 3-	Trimester 1- gathered base level scores Trimester 2- Working at gathering and comparing the data from the first trimester Trimester 3-

**Consolidated Application for Funding Categorical Aid Programs,
2018-2019 Winter Submission**

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds received and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring (FPM) Manual. Legal assurances for all the programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those, which a waiver has been obtained or requested. A copy of all waivers or requests is on the file. I certify that actual ink signatures for this page are on file.


Signature of authorized representative

Jennifer Schwann
Printed name of authorized representative

Superintendent 2/21/19
Title Date

2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$40,846
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$40,846

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$50

Authorized Reservations

Public school Choice transportation	\$50
Other authorized activities	
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	\$100
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$40,746

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov, 916-319-0942

Rina DeRose, Title I Policy and Program Guidance Office, RDeros@ced.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	\$48,473
Transferred-In amount	\$0
2017-18 Title I, Part A LEA available allocation	\$48,473
Expenditures and obligations through September 30, 2018	\$48,473
Carryover as of September 30, 2018	\$0
Carryover percent as of September 30, 2018	0.00%

*****Warning*****

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Jana Zhou, Title I Policy and Program Guidance Office, jzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- is a single school LEA
- has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- 0 - Below LEA average and at or above 35% student low income
- 1 - Desegregation Waiver on File
- 2 - Grandfather Provision
- 3 - Feeder Pattern

Low income measure

FRPM

Serving schools by

Highest to lowest by grade span

LEA-wide low income %

20.48%

Available Title I, Part A school allocations

\$40,746

Available parent and family engagement reservation

\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Gravenstein Community Day	6119655	1	1	1	100.00	Y	Y	Y	1		262.88	262.88			262.88	

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Warning

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Gravenstein First	0126888	1	34	14	41.18	Y	N	Y	2		262.88	3680.32			3680.32	
Hillcrest Middle	6051759	1	253	51	20.16	N	N	Y	3		262.88	13406.88			13406.88	
Gravenstein Elementary	6051742	1	469	89	18.98	N	N	Y	4		262.87	23395.43			23395.43	

Warning

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDeros@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Gravenstein Community Day	6119655	N				
Gravenstein Elementary	6051742	N				
Gravenstein First	0126888	N				
Hillcrest Middle	6051759	N				

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*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

Geeta Rezvani, Title II / Standards Implementation Support, grezvani@cde.ca.gov, 916-323-5595

2018-19 Title II, Part A entitlement	\$7,221
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$7,221
Repayment of funds	\$0
2018-19 Allocation	\$7,221
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title II, Part A adjusted allocation	\$7,221

*****Warning*****

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2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2016-17 Title II, Part A entitlement	\$6,919
2016-17 Title II, Part A total apportionment issued	\$6,919

Professional Development Expenditures

Professional development for teachers	\$1,570
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	\$5,349
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$6,919
2016-17 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2018-19 Title IV, Part A allocation	\$10,000
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	\$10,000

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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V.G

Comprehensive School Safety Plan SB 187 Compliance Document

2018-19 School Year

School: Gravenstein Union School District
 CDS Code: 49707146051742
 District: Gravenstein Union Elementary School District
 Address: 3840 Twig Ave
 Sebastopol, CA 95472
 Date of Adoption: 3/12/19

Approved by:

Name	Title	Signature	Date
Jennifer Schwinn	Superintendent		3/12/19
Steve Schwartz	GUSD Board President		3/12/19
Dan Dexter	District Site Council Chair		

Comprehensive School Safety Plan SB 187 Compliance Document

**2018-19
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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 3840 Twig Ave.; Sebastopol, CA 95472.

Safety Plan Vision

School Vision and Mission Statement

We, the Gravenstein Union School District, are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

GOALS:

1. School Environment

- a. Positive, non-threatening environment with consistent discipline.
- b. Students will learn the value of respecting oneself, each other and authority.
- c. Pro-active interventions for at-risk students.
- d. Strive for optimum class sizes.

2. Curriculum & Assessment

- a. Develop a set of standards-based (grade-specific) curriculum brochures, report cards, strategies and practices utilizing California Common Core state standards.
- b. Standardize and adopt state board adopted curriculum and materials to ensure student success and to meet high school entrance and exit exam requirements.
- c. Students will meet eighth grade proficiency standards for graduation.

3. Coordination of School District and Community

- a. Articulation and coordination of curriculum with the State of California. Encourage district connection with Governor's Initiative trainings for professional development.
- b. Volunteerism - students in the community and community in the school (e.g. student council projects; community service enrichment class @ HMS)
- c. Recruit and encourage business and professional interaction with the school.

Special education services on each site include a Learning Lab serving all special education and Title 1 students, speech and language services, and full inclusion availability for all grades. Our district also offers a before/after school childcare and homework club, "Beyond the Bell." School bus transportation is provided to students for a fee.

Components of the Comprehensive School Safety Plan (EC 32281)

Gravenstein Union School District Safety Committee

Brian Sposato, Head of Maintenance, Classified Staff
Jennifer Schwinn, Superintendent, GUSD
Will Deeths, Principal, Hillcrest Middle School
Keri Pugno, Principal, Gravenstein Elementary
Beth Haas, Gravenstein Elementary Teacher
Dan Dexter, Hillcrest Middle School Teacher
Stephanie Tomksy, Gravenstein Elementary Teacher
Jessica Ramussen, Gravenstein Parent
Christina Connelly, Gravenstein Parent
Bonny Russell Larrain, Hillcrest Parent
Amy Gloeckner, Hillcrest Parent

Assessment of School Safety

Safe and effective schools are places that are free from disruptive behavior and discipline problems that interrupt learning. Safe schools have a responsibility to provide safe, disciplined, and drug-free environments where students feel safe from intimidation, bullying, rejection, and physical harm. They allow students to concentrate on learning; teachers to focus on teaching; and parents to be confident their children are in a secure, peaceful environment.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

We will continue to use our site and community resources such as the Second Step program, CPS, Police Education Programs, and Student Health Education Program to further support our students and families. We selected "Be Courageous" as the theme for the 2017-18 school year. Each month a different positive lifeskill is celebrated (e.g. courage, imagination, empathy).

We have developed the following action plan for our school community:

Action Plan

1. Staff will utilize gang/bullying awareness and SEL programs sponsored by the district.
2. Playground supervisors will be continually educated to include programs for suspected bullying/gang activities.
3. All staff will annually review and be updated on Child Abuse policies.
4. All staff will receive training in school wide disaster response.
5. Monthly assemblies and teacher-led activities celebrating pro-social life skills via activities, and student recognition for demonstrating the positive behaviors.

Next steps:

- Gravenstein campus has formed a committee to look at new Social-Emotional Learning (SEL) materials, including Toolbox and Second Step.
- Hillcrest campus wants to work towards using the new Second Step materials with more fidelity in every 6-8th grade ELA classroom.

TK/Kindergarten – 2nd: Second-Step Program which includes,

Empathy, Impulse Control, Anger Management, Friendship Skills

3rd – 5th: Second-Step Program which includes,

Empathy, Impulse Control, Anger Management, Bully Prevention

4-5th: Puberty/Sexual Harassment Prevention/Sexual Health/Gender/Relationships

6th – 8th: Second-Step Program which includes,

Empathy, Impulse Control, Anger Management, Bully Prevention, Suicide Prevention/LGBT/Gender

Parent Education Night: "Vaping"

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

RECEIPT AND ACKNOWLEDGMENT OF CHILD ABUSE REPORTING REQUIREMENTS

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of child abuse to report the suspected abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child abuse" means a physical injury which is inflicted by other than accidental means on a child by another person. "Child abuse" also means the sexual abuse of a child or any act or omission proscribed by Penal Code section 273a (willful cruelty or unjustifiable punishment of a child) or 273d (corporal punishment or injury). "Child abuse" also means the neglect of a child or abuse in out-of-home care. Child abuse does not mean a mutual affray between minors.

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training or experience, to suspect child abuse. For the purpose of the child abuse laws, the pregnancy of a minor does not, in and of itself, constitute the basis of reasonable suspicion of sexual abuse.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the state Department of Education; a classified employee who has been trained in the duties imposed by this article, if the school district has so warranted to the state Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; licensees; administrators and employees of licensed community care or child day care facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; and social workers or probation officers, or any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

"Health practitioner," includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists or any other person who is currently licensed under Division 2 (commencing with section 500) of the Business and Professions Code, marriage, family and child counselor, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to section 2913 of the Business and Professions Code, marriage, family and child counselor trainees, as defined in subdivision (c) of section 4980.03 of the Business and Professions Code, unlicensed marriage, family and child counselor interns registered under section 4980.44 of the Business and Professions code, state or county public health employees who treat a minor for venereal disease or any other condition, coroners, paramedics and religious practitioners who diagnose, examine, or treat children. (Penal Code Section 11165.2)

Failure to comply with the requirements of section 11166 is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000) or by both.

Attached hereto is a copy of Penal Code sections 11166 and 11167, which explain the procedure for reporting child abuse and outline what must be in the report.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Emergencies and Disaster Preparedness Plan Overview

Whenever there is any type of disaster, the safety of the students is the first concern. All district employees are disaster service workers subject to such disaster activities as may be assigned by their supervisors or by law.

In this guide, you will find reference to specific needed items. This guide is to be used by staff members in case of an emergency. Each employee should keep this booklet in an accessible place for ready reference and be familiar with its contents. All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events that threaten to result in disaster. Remember, knowing what to do in an emergency may save your life or the life of a fellow employee or student.

This plan details the provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

District and site plans shall address at least the following situations:

- a. Fire
- b. Shooter/Terrorism, Civil Unrest
- c. Bomb Threat
- d. Natural Disasters, i.e. floods, earthquakes, severe weather
- e. Man-Made Disasters, i.e. airplane crashes, chemical accidents.

Handicapped Students

Each handicapped student, unable to follow emergency procedures on his or her own, will be assigned a staff member whose responsibility it will be to assist the student in appropriately responding to the emergency.

CONTACT INFORMATION FOR MAJOR SYSTEMS FAILURE, SUCH AS POWER FAILURE, TELECOMMUNICATION, HEATING SYSTEM, WATER OUTAGE, NATURAL GAS LEAK

1. Contact District Office at 823-7008 or intercom 211, 213, 210, 249
2. Contact Gravenstein School Office 823-5361 or intercom 211
3. Contact Hillcrest School Office 823-7653 or intercom 310, 312

Gravenstein Union School District Vendor Contacts for Emergencies:

Power Failure of Gas Leaks PG&E 800-743-5000
Follow menu prompts.

Fire Department Gold Ridge Fire 823-1084

Sonoma County Sheriff 565-2121

Fire Alarm Monitoring Gravenstein (Fire Alarm drills or actual Alarms)
Advanced Security 800-580-0881 (central dispatch # station for false alarms asap.)

Fire Alarm Monitoring for Hillcrest (Fire Alarm drills or actual Alarms)
Slembrouck-Many Corporation 800-458-4519

Fire Dispatch

528-5151

Intrusion Alarms both sites

All-Guard Alarm Systems 800-255-4273

State address and school site and room #s, because there are multiple accounts for each school site.

Phone Service Problems Outages or Static issues

AT&T 800-246-8464 (follow prompts)

Buses

West Sonoma County Transportation

206-9988

Emergency nights/weekends 953-3019

Water System No water or other serious problem with system

Weeks Drilling and Pump 879-4049 (24hr number)

Animal Control

Sonoma County Animal Control for possible animals that may pose a threat 565-7100.

If not available, call Sonoma County Sheriff 565-2511.

Gravenstein Union School District

Vendors Contacts List

Below is a list for Vendors we use to report issues for repair or other issues.

Intrusion/Security Alarm Systems

All-Guard Alarm Systems 800-255-4273

State address and school site and room #s, because there are multiple accounts for each school site.

Fire Alarm troubles or actual alarms GRAVENSTEIN

Gravenstein site: Advanced Security Systems 800-580-0881 Central Dispatch # Station for false alarms asap. Account #9913

Service or trouble: Advanced Security 544-9200 Mention Account #9913

*Note often the trouble with fire alarm systems is a phone line issue with AT&T. If they say UDACT trouble then usually there is a problem with an outside line with AT&T. Call AT&T (see them down below) to schedule service. Fire alarm line #s are

1) 824-1971

2) 823-3492

Fire Alarm troubles or actual alarms HILLCREST

Hillcrest Site Slembrouck-Many Corporation 800-458-4519 central station to false alarms asap. Account #65-1050

Service or trouble: Slembrouck-Many Corporation 778-0170 Account #65-1050

*Note often the trouble with fire alarm systems is a phone line issue with AT&T. If they say UDACT trouble then usually there is a problem with an outside line with AT&T. Call AT&T (see them down below) to schedule service. Fire alarm line #s are
1) 823-7031
2) 823-7033

No Power at site or Gas Leaks:

PG&E follow menu prompts

800-743-5000

Electrical

Blakeslee Electric: Electrical issues

14 W 3rd St, Santa Rosa, CA 95401
(707) 545-6393

Mechanical HVAC Systems : For broken heaters or gas line issues.

Roberts Mechanical and Electrical

4649 Dowdell Ave, Santa Rosa, CA 95407
(707) 584-5880

Roofing

1)Henris Roofing (Major Leaks)

741 Petaluma Blvd S, Petaluma, CA 94952
(707) 763-1535

2) Cornerstone Roofing 546-3547

Plumbing Issues Major backups or broken pipes

1) Mr. Rooter Plumbing of Sonoma County (707) 327-2001
2) Roto Rooter 578-5885
3) Simeone Plumbing 414-3995

*Phones Outside Lines General static or non working

AT&T 800-247-2020 follow voice prompts, to create trouble report.

When technician is on site they want to know where the MPOE (Main Point of Entry) is located.

At Gravenstein it is on the outside of classroom 5 in the Gray Box.

At Hillcrest it is inside the A building custodial closet.

Phone system Inside wiring or bells not working

AT&T 800-247-2020
Windsor Telcom 578-4748

Locks/Keying issues

Sebastopol Lock 823-5625
Bill's Lock and Safe Santa Rosa 544-7355
Hardware Tech Inc. 545-1543

NO WATER OR PROBLEMS WITH WATER SYSTEM
Weeks Drilling and Pump 879-4049 (24hr number)

Sonoma County Animal Control For possible animals that may pose a threat

565-7100 if not available, call Sonoma County Sheriff 565-2511

Public Agency Use of School Buildings for Emergency Shelters
N/A

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Note: The following optional paragraph excludes suspended or expelled students' participation in extracurricular activities.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. (cf. 6145 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student.

Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

***Note: Education Code 231.5 and 34 CFR 106.9 mandate the district to have written policies on sexual harassment. The following policy addresses harassment by and/or of students; for policy addressing the sexual harassment by and/or of employees, see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment. ***

***Note: A district can be held liable for student-on-student or employee-on-student sexual harassment pursuant to Title IX (20 USC 1681-1688) and/or Education Code 220, if the district is found to have been "deliberately indifferent" in its response to known sexual harassment. In *Davis v. Monroe County Board of Education*, the Supreme Court held that a district would be deliberately indifferent if (1) the harasser and the context in which the sexual harassment occurred were within the district's control; (2) the harassment was so severe, pervasive, and objectively offensive that it deprived the victim of access to educational opportunities or benefits provided by the district; (3) the district had actual knowledge of the harassment; and (4) the district's conduct was unreasonable considering the surrounding circumstances. This standard was applied by an appellate court in *Donovan v. Poway Unified School District* based on Education Code 220. ***

***Note: In addition to filing a private civil lawsuit, a victim of sexual harassment may file a complaint with the California Department of Education and/or the U.S. Department of Education's Office for Civil Rights (OCR). In April 2011, OCR issued its Dear Colleague Letter: Sexual Violence to supplement its January 2001 Revised Sexual Harassment Guidance on federal Title IX requirements as they pertain to sexual harassment. In the letter, OCR clarifies that sexual violence, including rape, sexual assault, sexual battery, and sexual coercion, is a form of sexual harassment that must be addressed by districts in the same way as other forms of sexual harassment, such as unwelcome sexual advances. ***

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5137 - Positive School Climate)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Instruction/Information:

***Note: In its April 2011 Dear Colleague Letter: Sexual Violence, OCR restates the requirement that a district's procedure for investigating sexual harassment complaints must be widely disseminated and be written in language appropriate to the age of the school's students so that students understand how it works. Examples include having copies of the procedure available throughout the school, publishing the procedure in the student handbook, and identifying individuals who can explain how the procedure works. The following optional section is based on OCR recommendations and may be revised to better accommodate student needs and district practice. ***

The Superintendent (or designee) shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

***Note: In its April 2011 Dear Colleague Letter: Sexual Violence, OCR acknowledges that possible rule violations by victims or other students may affect their willingness to report sexual harassment or violence. For example, a victim who is sexually harassed while he/she is away from school without permission may be reluctant to file a complaint if he/she believes that he/she may be disciplined for the violation. Thus, OCR suggests that, in communicating items #2 and #3 below, districts should emphasize that student safety is the primary concern and that any other rule violation will be addressed separately from the sexual harassment or violence issue. ***

2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

***Note: Pursuant to Education Code 231.5, the district's policy must contain information on where to obtain a specific procedure for reporting charges of sexual harassment and pursuing available remedies. In addition, 34 CFR 106.8 requires a district to adopt and publish a grievance procedure providing for a prompt and equitable resolution of student complaints alleging sexual harassment. Because courts have held that a district may be liable for student-on-student harassment if an employee with authority to take corrective action has actual knowledge of the harassment, it is recommended that the district's instruction to its students include examples of employees who may have such authority (e.g., principals, teachers, and coaches). In addition, even if the matter has been referred to law enforcement for investigation, a district still has a responsibility to investigate the complaint as a matter of sex discrimination. ***

***Note: The accompanying administrative regulation details a site-level complaint procedure, including timelines, conduct of the investigation, and remedies. However, districts may instead consider using the uniform complaint procedures, pursuant to 5 CCR 4600-4687, to resolve such complaints; see BP/AR 1312.3 - Uniform Complaint Procedures. ***

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

***Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. However, districts should note that Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1 - Suspension and Expulsion/Due Process. ***

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

***Note: Pursuant to 5 CCR 4964, districts are required to keep complaints and allegations of sexual harassment confidential, except when disclosure is necessary to further the investigation, other needed remedial action, or ongoing monitoring. In its April 2011 Dear Colleague Letter: Sexual Violence, OCR counsels districts to respond to sexual harassment that comes to their attention even when a victim requests anonymity. ***

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance, January 2001

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress Code: The purpose of student dress and appearance regulations is to encourage students to dress appropriately and attend school properly prepared for participation in the educational process. Guidelines also serve to prevent disruption of the classroom atmosphere, to eliminate disturbances and distractions among students and to protect the safety, health and welfare of the individual student. Appropriate dress and personal appearance at school and school-related activities shall not include any clothing, attire or accessory that by its manner of appearance, arrangement, trademark, fit, or any other attribute, is: unsafe, disruptive, unhealthful, obscene, profane, ethnically, racially or sexually degrading, libelous or slanderous, exposing undergarments, provocative or revealing, advocating unlawful behavior or illegal substances, or suggesting or promoting any affiliation with any street gang or other group that commits unlawful acts. Current examples of inappropriate dress include but are not limited to the following:

Unsafe:

Inappropriate shoes (for Physical Education or playground) or no shoes
Oversized pants/shorts (must fit at waist without a belt)

Unhealthful, Unsafe and Advocating Unlawful Behavior or Gang Affiliation or Illegal Substances:

Clothing or personal articles displaying references such as tobacco, alcoholic beverages, marijuana, etc.

Any clothing or articles considered gang-related (with guidance from law enforcement) such as bandanas, hairnets, chain accessories, slippers, etc.

Disruptive, Provocative or Revealing:

Clothing considered undergarments
Clothing exposing undergarments
Clothing exposing midriff, upper torso, etc., halter tops (exposing front or back) and swimwear
Shorts or skirts that are too short (administrative determination)

In accordance with this policy, administration will make the determination of the appropriateness of the clothing/article at school. The administration may ask that an item be removed, request that more appropriate clothing be brought from home, schedule a student-parent conference or take any necessary disciplinary action.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

District Rules and Policies

1. All visitors entering the school campus are to sign in at the school office. Parents or visitors are NEVER to go directly to a classroom during normal business hours.
2. All students are to exit and enter vehicles at the designated areas.
 - An adult who is holding the student's hand or guiding the student in close proximity MUST accompany each student walking through the parking lot.
3. All students are to play in designated playground areas under adult supervision
 - Students are not to leave playground areas unless they have permission
4. Students are not to leave the school campus during the instructional school day unless they are being picked up by a parent/guardian or a person whose name appears on the student's emergency card on file in the school office. Acceptance of a facsimile with the parent's signature, email, or phone call authorizing a pick up may be approved by the school administration only in emergency situations.
5. Parents or guardian must sign in students coming to school late, and all students leaving before dismissal must be signed out through the office by a parent/guardian or someone on the emergency card (refer to #4).
6. Students who normally ride the bus must follow the same procedures as in #4 in order to have permission to be picked up by someone other than a parent/guardian.
7. Students arriving/leaving by bicycle or walking must have a signed permission slip from the parent/guardian on file with the school office.
8. Students arriving/leaving by bicycle must wear a helmet, as required by law.
9. Any students who attend after school care must have their parent or guardian notify the school secretary and teacher when there is a change in the scheduled attendance. (See Beyond the Bell contract)
10. Teachers and staff will help monitor traffic flow and pickup areas after school to ensure that students are leaving school in a safe manner and to ensure all students are picked up. Students who have not been picked up, (missed the bus, missed communication with parent, vehicle breakdown etc.) will go to the school office so the school secretary can contact the parent/guardian.
11. All field trips require permission slips giving the students permission to leave the campus. Parents who volunteer to drive on fieldtrips must submit a verification of insurance form and have it signed by the superintendent or principal to be approved. Parents / guardians also have the option to sign a waiver to drive their own student only on fieldtrips. Parents or guardians who sign this waiver may not transport any student but their own.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

"Go Bags" for student safety - disaster/accident preparedness for classroom, field trips, & safety drills

Element:

Disaster procedures, routine and emergency

Opportunity for Improvement:

Teachers need an emergency "go bag" stocked with first aid supplies, water, class lists, students' emergency contacts, etc. to keep in the classroom for small injuries; take on field trips; and take out on emergency drills, or in case of an actual emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Put "go bags" in each classroom	Research types of emergency backpacks available		•Supt. Schwinn	
	Site Council approves bags purchase		•Supt. Schwinn	
	GUSD Board approved bag purchase		•Supt. Schwinn	
	Purchase emergency backpacks	Safety funds from RESIG inspection completed on time and general funds	•Supt. Schwinn, Wanda Holden	
	Distribute backpacks to teachers		•Principals Pugno and Fichera	Backpacks have been distributed, as of Dec 2017
	Ensure each backpack has updated class lists each year, student emergency contacts & medical releases, and copies of student accident and dismissal logs		<ul style="list-style-type: none"> Each teacher responsible for updating the bags contents each year. 	•Principals responsible for putting the task on a staff mtg agenda each Sept.

Component:

Window coverings for a safe and healthy learning environment

Element:

Safe school environment

Opportunity for Improvement:

Currently, many classrooms and offices are without window coverings. If window coverings were installed, they would provide more safety to students and staff during a lock down in place order. Also, some Hillcrest classrooms are getting too much sun, and therefore can get too warm, and window coverings can help classroom temperature control.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Install window coverings that can be closed quickly and provide insulation to classroom and office windows on both school campuses.	Research products available		Brian Sposato	
	Research installers that are approved (prevailing wage)		Brian Sposato	
	Inquire with staff about what types of window coverings are desirable		Supt. Schwinn, Brian Sposato	Staff indicate satisfaction with improved room conditions
	Obtain 2-3 bids		Brian Sposato	
	Take bids to GUSD Board for approval		Supt Schwinn	GUSD provides approval of window covering project
	Contract for installation of blinds	Fund 40, Fund 14	Supt. Schwinn	

Component:

Establish and practice shooter on campus evacuation and lock down in place disaster protocols

Element:

Disaster procedures, routine and emergency

Opportunity for Improvement:

We want to ensure that all students and staff are practiced and confident in what to do if a shooter is on campus, or in a lock down in place drill.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish and practice shooter on campus evacuation and lock down in place disaster protocols	Administrative staff works with Site Council to establish a plan for lock down in place and shooter on campus	District Site Council	Administrative staff	
	Share established protocols with staff and fine tune, as needed based on staff feedback	Teaching staff	Administrative staff	Teacher feedback
	Communicate with parents our plans prior to working with students	Parents	Administrative staff	Parent feedback
	Share protocols with students prior to practicing a drill	Students	Administrative staff	
	Practice lock down in place & shooter on campus drills	Staff and students	Administrative staff	Successfully complete drills

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Gravenstein Union School District Student Conduct Code

At the beginning of each school year, the principal of each School shall ensure that all students and parents are notified in writing of all Standards of Behavior and related disciplinary procedures. The School/Family Compact shall be sent home to families at the beginning of each school year and upon any student's initial enrollment. Beginning with the 2014-15 school year, the School/Family Compact shall include the link to the District's website where all policies and regulations concerning student discipline are posted. Upon request, a copy of AR 5144.1, AR 5144.1 – Charters, and any other student discipline policy or regulations shall be provided to any parent.

Conduct Code Procedures

Rules and Discipline Procedures:

1. Be Safe...and on time and prepared for each class.
2. Be Respectful... of others, their property, and the property of the school.
3. Be Responsible...by obeying all rules and laws.

Most discipline consequences involve restrictions or loss of privileges or free time. Other discipline may include, but is not limited to, warnings, counseling with teachers, principal, or the superintendent, phone calls to parents, after school detention, administrative (lunch) detention, in school suspension, at home temporary removal, or recommendation for removal or expulsion.

Administration-assigned lunch detentions count against your eligibility to participate in dances and certain grade level field trips or activities. Written notice will be sent home if he/she has received lunch detention. A parent must sign the note so the school office has verification that the parent has received the notification of the lunch detention. When a student receives his or her third lunch detention, he/she is no longer eligible for the next dance (at Hillcrest) or other school reward activity.

Teacher Temporary Removal: A student may be temporarily removed from a class by his/her teacher for the rest of a period and from that class the next day for inappropriate behavior. The teacher will be contacting the parent if this occurs and a conference will be scheduled. The student may be assigned administrative detention time (lunch detention) in addition to the period he/she sat out.

Grounds for Temporary Removal or Removal (or Suspension or Expulsion) from School:

The following is part of Board Policy/Administrative Regulation (BP/AR) 5144.1c. Please go to the district website www.grav.k12.ca.us under Publications/Policies for the full BP/AR 5144.1c and BP/AR 5144.1.

STANDARDS OF BEHAVIOR - GROUNDS FOR TEMPORARY REMOVAL AND REMOVAL

Any student, including a student with disabilities, shall be subject to temporary removal and removal for violation of the Standards of Behavior below; however, paragraphs 20, 21, and 22 shall apply only to a student in any of grades 4 to 12.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property,
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
19. Engaged in "bullying" which means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in paragraphs 20, 21, or 22, below, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 "Electronic act" means the creation and transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (A) A message, text, sound, or image.
 - (B) A post on a social network Internet Web site including, but not limited to:
 - (1) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.

(2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(3) Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

20. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, Hate violence means any act punishable under Penal Code section 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's statutory rights or state or federal constitutional rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment,

23. Any ground for suspension or expulsion as specified in the California Education Code as from time-to-time amended.

24. Excessive tardiness or absenteeism which is not the result of student's illness or injury or other excusable reason as determined by the Principal or designee. Excessive tardiness means 15 or more late arrivals, of 30 minutes or more, to school or class per trimester. Excessive absenteeism means 15 or more absences from school or class per trimester. After a student has been tardy 10 times, in excess of 30 minutes or more, or had 10 unexcused absences during a trimester, an attempt will be made to have a parent-teacher-administrator conference.

25. Any chronic violation or a serious violation of the Standards of Behavior or rules specified in the GUSD School/Family Compact or GUSD Student Handbook.

SCHOOL OR SCHOOL ACTIVITIES

A student may be temporarily removed or removed for any violation of the Standards of Behavior if the violation is related to school activity or school attendance occurring within any school in the District or within any other school district, at any time, including, but not limited to, the following:

1. While on school grounds,
2. While going to or coming from school,
3. During the lunch period, whether on or off the school campus, and
4. During, going to, or coming from a school-sponsored activity.

Sexual Harassment:

Sexual Harassment policies are on the district website at www.grav.k12.ca.us. The student Sexual Harassment policy is BP/AR 5145.7. This policy applies to students in grades 4-12.

(J) Hate Crime Reporting Procedures and Policies

See #20 & 21 below for hate crime policy:

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self- defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person; as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 - Conduct.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053- 11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid,

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substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription

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drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q). (Education Code 48900(q))

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

(cf. 5145.9 - Hate-Motivated Behavior)

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

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4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

(cf. 5138 - Conflict Resolution/Peer Mediation)

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses) (cf. 5113.1 - Truancy)

Safety Plan Review, Evaluation and Amendment Procedures

The District Safety Plan is reviewed annually by the members of the District Site Council team.

The safety plan is discussed and recommendations for improvement are provided by team members in consultation with the stakeholder groups they represent.

The District Site Council makes recommended changes to the Safety Plan as needed.

Superintendent works with local law enforcement to review the proposed plan and receive additional feedback. (In 2017-18, Sebastopol Police Chief Weaver (ret.) and Battalion Fire Chief Schroth-Cray were consulted on this plan.)

An updated safety plan is presented to the GUSD Board for approval in February, and have an updated final draft posted by March.

Safety Plan Appendices

Emergency Contact Numbers

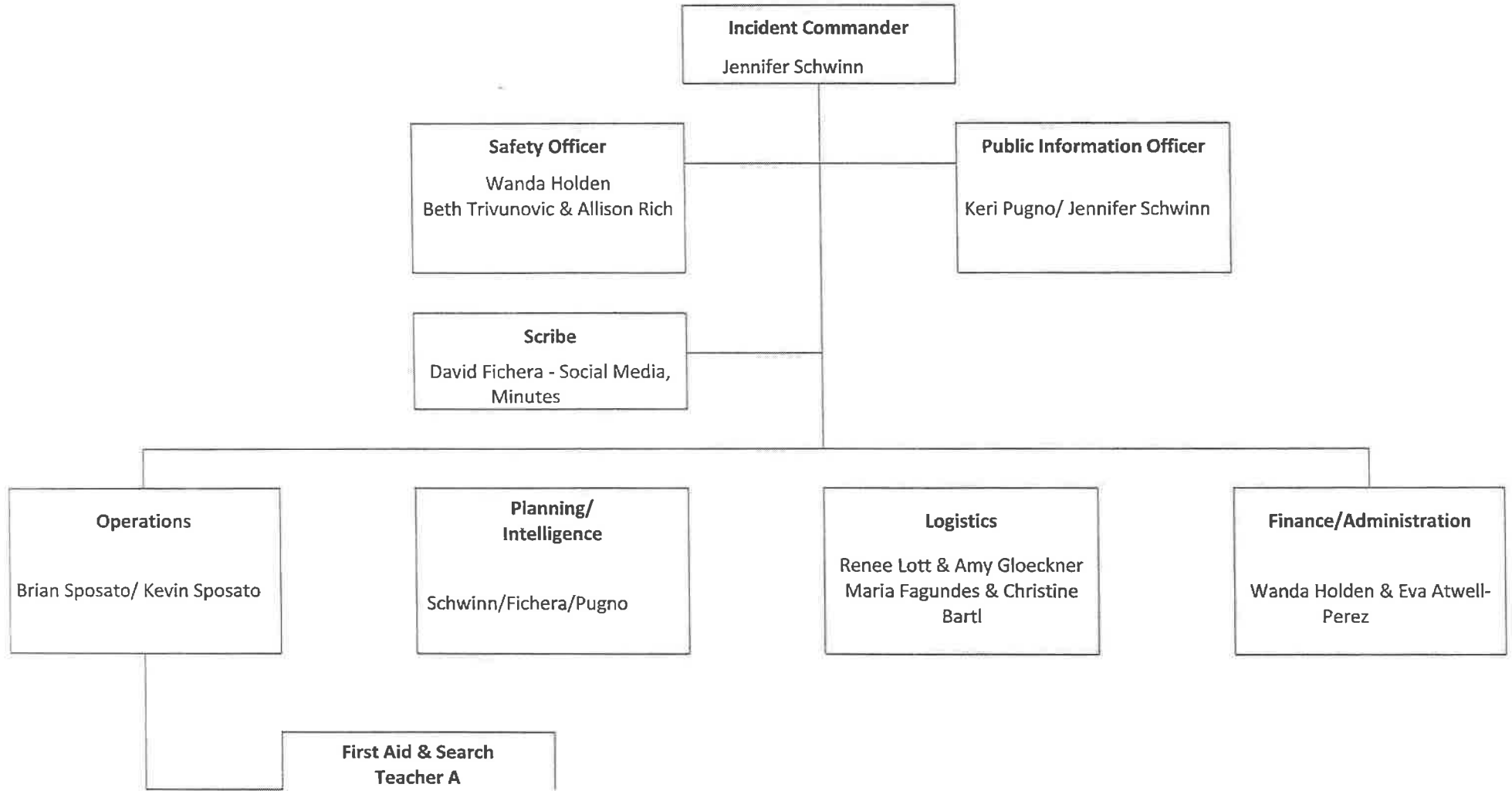
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	District Office	707-823-7008	
School District	Gravenstein Elementary	707-823-5361	
School District	Hillcrest Middle School	707-823-7653	
Emergency Services	Poison Control Center	(800) 523-2222	
Law Enforcement/Fire/Paramedic	Gold Ridge	707-823-1084	
Law Enforcement/Fire/Paramedic	Sonoma County Fire	707-576-1371	
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff	707-565-2121	
Law Enforcement/Fire/Paramedic	REDCOM - So. Co. Emergency Dispatch	707-528-5151	
Other	All Guard Alarm	800-255-4273	
Emergency Services	Child Protective and Child Welfare Services	707-565-4304	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
District Site Council/Safety Committee met to discuss opportunity to improve safety on the District's campuses.	Sept. 27, 2017	At the District Office, 3840 Twig Ave., Sebastopol, CA 95472
District Site Council/Safety Committee met and reviewed the most recent written Safety Plan. Each team member received a hard copy of the plan to edit and propose changes.	Oct 25, 2017	At the District Office, 3840 Twig Ave., Sebastopol, CA 95472
District Site Council/Safety Committee met and reviewed the updated Safety Plan. Each team member received a hard copy of the plan to edit and propose further changes.	Jan 31, 2018	At the District Office, 3840 Twig Ave., Sebastopol, CA 95472
The final draft will go to the GUSD Board for approval in February or March 2018.		At the District Office, 3840 Twig Ave., Sebastopol, CA 95472

Gravenstein Union School District Incident Command System



First Aid:
Tara Fluitt & George Sotiras
(PE staff)

Anne Wilson, Amy Gloeckner,
Renee Lott

Search & Rescue:
Petria Sully & Lynn Martinez
John Collins, Jackie Jex-Lewis

Crisis response:
Allie Brown, Tracy Evans, Kate
Crandall
David Cole, Kelly Sporrer

**Student Release &
Accountability
TeacherB**

Suzi Mattish, Kim Hawkins &
Kelly Lannon

Linda Helton
Dan Dexter
Sergio Blanco

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Depending on location - evacuation or reverse evacuation

Animal Disturbance

Students shelter in place while staff secures the animal(s), and call the animal's owner or animal control for pick up.

Armed Assault on Campus

Shooter/Intruder on campus:

Inside:

- 1) Immediately lock doors and windows if safe to do so.
- 2) Close blinds or curtains
- 3) Keep students and staff low and away from windows. Do not get up and walk around room.
- 4) Maintain silence
- 5) Do not allow anyone into or out of the room until "All clear" is signaled.
- 6) Call 911 for assistance if possible.

Outside:

- 1) If shots are fired immediately "Drop and Cover"
- 2) If it is safe to do so, move to the closest building.
- 3) If necessary, students have permission to evacuate campus or hide to achieve safety. Then meet at designated location off-campus when safe to do so.
(Off site evacuation location near Hillcrest - Hardcore Coffee at Bloomfield Rd and Hwy 116)
(Off site evacuation location near Gravenstein - Yarn Shop/Repair Shop at Lone Pine and Hwy 116)

Police Action near the School

- 1) Wait for instructions from the district office before taking action
- 2) Law enforcement will be in contact with the school
- 3) If "lock-down" is ordered—follow procedures above

Biological or Chemical Release

HAZARDOUS MATERIAL or CHEMICAL SPILL

Action: Evacuation or Reverse Evacuation or Shelter in Place

The action will depend upon the circumstances of the incident. If the incident is on school grounds or directly adjacent to the school, follow either the EVACUATION or REVERSE EVACUATION (returning to the classroom) procedure.

If the incident is in the surrounding neighborhood of the school and the campus is not in immediate danger, it may be better to use Shelter in Place.

Remember to wait for instructions from the main office. However, if you believe that students are in danger, use your judgment and act immediately --- do not wait for permission.

Chemical Accident outside Area

- 1) Call Gravenstein school office 823-5361, Hillcrest school office 823-7653 district office 823-7008, Gold Ridge Fire department 823-1084, or 911.
- 2) Determine whether the students should leave the site.
- 3) Turn off heating and air-conditioning, if any.

- 4) If it is necessary to leave the site, move crosswind, NEVER directly with or against the wind which may carry fumes.
- 5) Give first aid.
- 6) Take a roll book or current roster. Lock classroom door to prevent re-entry.

Chemical Spill Inside Area

This includes spills from Science Labs, Custodial Areas, Maintenance Areas, Office Areas etc.

- 1) Notify the office immediately. Call district office 823-7008 or ext. 213 If not available contact school office 823-5361 ext 211
- 2) If possible, block or rope off area—DO NOT TOUCH ANYTHING.
- 3) Evacuate room if necessary. Turn off air conditioning or heating system if applicable.
- 4) Use rubber gloves, retain the spilled container (don't throw away).

Bomb Threat/ Threat Of violence

I. Person receiving bomb threat telephone call

1. Listen – do not interrupt the caller. Calmly ask the following questions (in priority order) *

- a. When is it set to explode?
- b. Where is it located?
- c. What does it look like?
- d. What was the bomb planted?
- e. Who placed it?
- f. What is your address?
- g. What is your name?

*person receiving bomb threat completes "bomb threat checklist" in red folder

2. Notify supervisor or principal immediately after completing the call – meet with superintendent immediately to discuss plan of action while making calls below:

- a. One of the above calls Sheriff's Office immediately 565-2121 and reports receipt of the bomb threat and whatever details are known.

II. Principal

Step 1

- Determine if bomb threat merits an evacuation. If yes, evacuate school buildings via "all call" over the intercom.

Teachers and Aides "glance" around room to look for "anything out of the ordinary"

as students are lining up to exit room.

Students take backpacks in response to evacuation announcement over the intercom. Note: Students who are outside (i.e., P.E., recess, class activity, etc.) remain outside and go directly to the fire drill area.

Step 2

- Superintendent or Principal and custodial team search the school (indoor, outdoor, restrooms, etc.)
- Request Sheriff's deputy to assist in the search – district will provide appropriate employee support.
- Consult with the Sheriff's deputy before allowing students to reenter buildings.

Step 3

- If a suspicious item is found, the deputy on scene will determine if the bomb squad should be called.
- Implement school evacuation plan(s) – the Sheriff and Fire Personnel will assist with an evacuation.

III. Follow-up (after incident is concluded)

1. File a report with the Sheriff's office.
2. Prepare a note to send home with students and/or via One Call system, explaining the incident and the school's response.

Bus Disaster

Bus transportation is provided by West County Transportation Agency, and they have their own procedures for a disaster occurring on a school bus. When a serious incident on a school bus occurs, resulting in injury or delay in service, the WCTA has a communication system in place to notify parents of students impacted by the incident.

West County Transportation Agency - 707-206-9988

Disorderly Conduct

Teacher Temporary Removal: A student may be temporarily removed from a class by his/her teacher for the rest of a period and from that class the next day for inappropriate behavior. The teacher will be contacting the parent if this occurs and a conference will be scheduled. The student may be assigned administrative detention time (lunch detention) in addition to the period he/she sat out.

Grounds for Temporary Removal or Removal (or Suspension or Expulsion) from School:

The following is part of Board Policy/Administrative Regulation (BP/AR) 5144.1c. Please go to the district website www.grav.k12.ca.us under Publications/Policies for the full BP/AR 5144.1c and BP/AR 5144.1.

STANDARDS OF BEHAVIOR - GROUNDS FOR TEMPORARY REMOVAL OR REMOVAL

Any student, including a student with disabilities, shall be subject to temporary removal and removal for violation of the Standards of Behavior below; however, paragraphs 20, 21, and 22 shall apply only to a student in any of grades 4 to 12.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property,
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
19. Engaged in "bullying" which means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in paragraphs 20, 21, or 22, below, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Electronic act" means the creation and transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (A) A message, text, sound, or image.
 - (B) A post on a social network Internet Web site including, but not limited to:
 - (1) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - (2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (3) Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
20. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
Hate violence means any act punishable under Penal Code section 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's statutory rights or state or federal constitutional rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment,

23. Any ground for suspension or expulsion as specified in the California Education Code as from time-to-time amended.

24. Excessive tardiness or absenteeism which is not the result of student's illness or injury or other excusable reason as determined by the Principal or designee. Excessive tardiness means 15 or more late arrivals, of 30 minutes or more, to school or class per trimester. Excessive absenteeism means 15 or more absences from school or class per trimester. After a student has been tardy 10 times, in excess of 30 minutes or more, or had 10 unexcused absences during a trimester, an attempt will be made to have a parent-teacher-administrator conference.

25. Any chronic violation or a serious violation of the Standards of Behavior or rules specified in the GUSD School/Family Compact or GUSD Student Handbook.

SCHOOL OR SCHOOL ACTIVITIES

A student may be temporarily removed or removed for any violation of the Standards of Behavior if the violation is related to school activity or school attendance occurring within any school in the District or within any other school district, at any time, including, but not limited to, the following:

1. While on school grounds,
2. While going to or coming from school,
3. During the lunch period, whether on or off the school campus, and
4. During, going to, or coming from a school-sponsored activity.

Sexual Harassment:

Sexual Harassment policies are on the district website at www.grav.k12.ca.us. The student Sexual Harassment policy is BP/AR 5145.7. This policy applies to students in grades 4-12.

Earthquake

When an earthquake occurs inside a classroom or building:

1) Teacher shall instruct students to implement the DUCK, COVER AND HOLD ON procedure.

a) Students and staff should duck under equipment (desk, table, etc.) where available. Otherwise students and staff should get next to an inside wall or under a doorway.

b) Students and staff should drop to knees with back to the windows and knees together.

c) Students and staff should bury face in arms, protecting the head. Close eyes tightly.

d) Students and staff should remain tucked until procedure or emergency is over or until further instructions are announced. Such instructions will depend upon circumstances and the extent of damage to buildings or surrounding areas to the school site.

2) As soon as possible, teachers shall move the students away from windows and from heavy suspended light fixtures.

3) Teachers shall implement action to leave the building when the earthquake is over. Leave the door open during an earthquake to avoid becoming trapped inside when the building shifts and prevents door from opening. Teachers also need to make sure students do not run during evacuation.

IF SAFETY OF THE STUDENTS OR STAFF IS THREATENED AT ANY TIME, DO NOT WAIT FOR PERMISSION—EVACUATE IMMEDIATELY!!!

Earthquake while on school grounds (Playgrounds or other areas outside buildings)

1) The teacher or other staff in authority shall direct students to walk away from buildings, trees, poles, or wires.

2) The teacher shall implement the DUCK, COVER AND HOLD ON procedure. Teachers and students should focus on closing their eyes and covering ears.

3) Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Subsequent Emergency Procedures

1) Teachers shall see that students avoid touching wires that may have fallen.

2) Teachers or students shall not turn on/off any light switch until the area is declared safe.

- 3) Teachers shall render first aid if necessary. Teachers should note any injuries and provide information to the emergency response team.
- 4) Teachers shall take roll of their classes.

IF SAFETY OF THE STUDENTS OR STAFF IS THREATENED AT ANY TIME, DO NOT WAIT FOR PERMISSION—EVACUATE IMMEDIATELY!!!

Disaster Drill Procedure Earthquake Scenario

- 1) A single long bell will sound
- 2) Students are to remain in class utilizing DUCK COVER AND HOLD ON procedure under desks, tables.
- 3) The classroom door shall be open and lights are to be turned off.
- 4) Students outside at the time of the drill need to stay away from structures such as trees, building and overhanging wires etc...
- 5) Students outside are to get on knees and cover head and neck with arms
- 6) An all clear bell will sound, or message over the PA will give direction
- 7) Class will evacuate and arrive at outside meeting location to complete safety drill procedure

OTHER STAFF RESPONSIBILITIES

- 1) It is important that no one reenters buildings for any reason until the buildings are declared safe.
- 2) Custodian or designee shall shut off gas utilities such as heaters, water heaters, and stoves.
- 3) Principal or Superintendent shall report damage, assistance if needed through appropriate channels from the county or city Office of Emergency Services or fire or police departments.
- 4) Custodian or principal shall notify PG&E of any break or suspected break in gas lines. Custodian shall shut off all utilities at main valve.
- 5) The principal or custodian shall determine the advisability of closing school, with advice of fire department, building inspectors, or other qualified agency.
- 6) Following the earthquake, the principal and custodian shall inspect all buildings for safety with the following guidelines.
 - a. Custodian shall make a thorough inspection immediately following an earthquake and shut-off all utilities to the buildings.

Checkpoints:

1. Large cracks affecting buildings
2. Earth slippage affecting buildings
3. Water leaks
4. Gas Leaks
5. Electrical breakages
- b. If custodian or the other personnel believe the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or request assistance to check for structural failure and equipment adequacy. Until this is done, building shall not be occupied.
- c. A building inspector shall be responsible for determining whether the structure is safe for occupancy. The superintendent in conjunction with the board shall expedite reconstruction and replacement of equipment.

Explosion or Risk Of Explosion

Action:

1. EVACUATION

Or

2. SHELTER IN PLACE

Evacuation: If an explosion has occurred on campus, determine the extent of the damage before deciding to evacuate. Often it is safer to remain inside an undamaged building than to evacuate. If fire is present, evacuate immediately.

Shelter in Place: If there is little or no damage to the building, and no fire is present, close windows and doors and wait for further instructions.

Note: Explosions can happen from ruptured gas mains; acts of terrorism; fallen aircraft; and other unknown causes. There may be toxic fumes and other hazardous materials involved. Until you know the cause of the explosion and can determine the safest procedures to follow, it is best to remain inside and wait further instructions from the district or school office or first responders unless there is an immediate danger of fire or collapse.

Fire in Surrounding Area

Fire near the school

- Report fire to district office or school office.
- Wait for instructions from district or school office.
- First responders will determine if it is necessary to evacuate based on the risk to the school.
- Keep radio tuned to a local emergency channel for current information (1350AM KSRO).

Fire Drill Procedure

- 1) Lights flash, alarm will sound
- 2) Students and teachers will evacuate to their assigned areas
- 3) Make sure classroom door is closed upon leaving and turn off lights
- 4) Teachers bring class roster and take roll.
- 5) Teachers indicate whether students are all present or not, by having the first student in line hold one of three signs: Green= All Present; Yellow= Someone Missing; Red= Emergency!/Help Needed
- 6) An all-clear message will sound.
- 7) All students and teachers will return to their rooms.

Fire on School Grounds

At the school site

- If you see a fire:
 - a. Attempt to extinguish only if it is small but do not endanger yourself.
 - b. Never use water on electrical or oil fires. Activate the nearest fire alarm if possible.
 - c. Report fire to district office or school office - OR 911 (dependent on circumstance/emergency)
 - If you hear the fire alarm- evacuate immediately and go to designated evacuation areas as indicated on the classroom wall. Even if you don't smell smoke or see a fire, always evacuate at the sounding of the alarm unless an "All Clear" signal indicates a false alarm.
 - Take a class roll book, and leave the classroom door closed but unlocked, to allow easy access to firefighters to battle the fire.

Fire Drill Procedure

- 1) A beeping horn will sound
- 2) Students and teachers will evacuate to their assigned areas

- 3) Make sure classroom door is closed upon leaving and turn off lights
- 4) Teachers bring class roster and take roll.
- 5) Teachers indicate whether students are all present or not, by having the first student in line hold one of three signs: Green= All Present; Yellow= Someone Missing; Red= Emergency!/Help Needed
- 6) An all-clear bell will sound.
- 7) All students and teachers will return to their rooms.

Flooding

FLOOD:

Action: Evacuation

Flooding can happen during severe storms when rivers, creeks, or constant rain overwhelms flood communities and roadways. During storms, river levels are monitored closely and emergency response agencies can normally provide adequate warning to schools. So they can notify parents and make arrangements to move students to safety. However, sometimes the rivers can rise unexpectedly and evacuation to higher ground needs to occur.

Flooding can happen suddenly, without warning such as in the case of dam failure. All students and staff should be aware of any potential dams or large bodies of water close to the school that might pose a risk of flooding.

Loss or Failure Of Utilities

If loss of utilities occurs before 7AM, and enough time allows for use of the District's "One Call" system to notify parents, then school can be closed for the day.

The Superintendent makes the call to close school, and notifies the County Superintendent at SCOE to officially close school.

If loss of utilities (such as electricity) occurs after students have either begun transport to school or have already arrived at school, then school remains in session until normal dismissal time. Parents will be notified via One Call system, if power does not return. Even if we are without utilities during the school day, school remains in session because it is unsafe to release students early, as parents may not be available to retrieve them.

Motor Vehicle Crash

- Prior to leaving on a field trip, the classroom teacher leaves a packet of emergency information with the school office including: names of parent drivers and which students are in each driver's car; parent cell phone numbers; the classroom teacher's cell phone number, and itinerary for the trip.
- Parent drivers are given the cell phone number for the classroom teacher; the number for the Sonoma County Sheriff Dept; and list of students and drivers in each car, and directions for the trip.
- Teachers additionally carry contact info and a medical release for each child in their class (the Parent Authorization for Medical Treatment form).

If a car accident occurs:

- Call 911, if first responders needed
- Parent of crashed car notifies classroom teacher
- Classroom teacher calls the school office
- An administrator calls all the parents of children in the car that had the accident, and gives them an update.

Psychological Trauma

Our District works with a number of individuals to provide care for students and staff in the event of a psychological trauma.

1. Contact SCOE Crisis Team. They will send professional counselors, MFTs, social workers, and therapy animals to the school site immediately.
2. Our School Psychologist is able to provide counseling
3. Each school site has identified a crisis team to provide comfort to students experiencing emotional trauma. (See Incident Command chart)
4. The District contracts with community resources (like California Parenting Institute) to provide short term intensive support following a traumatic event.

Suspected Contamination of Food or Water

Our well water is tested monthly for risk of contamination. If we were to have a risk of contamination, then we would bring portable water coolers to campus and place them in central locations for student and staff use. The classrooms would also all be provided with gallon bottles and cups for drinking water.

We receive our school lunches from Santa Rosa City School's kitchens. If the food was found to be contaminated we would not serve it to students, and we would either request a new meal shipment, or go to the local market to get ingredients for a simple meal of sandwiches, fruit and milk.

Unlawful Demonstration or Walkout

In the event of a walk out, students would be grouped in such a way that they can be safely supervised with the staff that remains until normal dismissal time that day.

Emergency Evacuation Map

CSBA Sample

Board Policy

Student Wellness

BP 5030

Students

Note: The Healthy, Hunger-Free Kids Act of 2010 (42 USC 1758b) mandates each district participating in the National School Lunch Program (42 USC 1751-1769j) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1793), including the School Breakfast Program, to adopt a districtwide school wellness policy. The following policy fulfills this mandate and should be revised to reflect district practice. Other policies in the district's policy manual will likely contain additional provisions supporting this wellness policy, such as BP 3312 - Contracts, BP/AR 3550 - Food Service/Child Nutrition Program, BP/AR 3552 - Summer Meal Program, BP/AR 3553 - Free and Reduced Price Meals, BP/AR 3554 - Other Food Sales, BP/AR 6142.7 - Physical Education and Activity, and BP/AR 6142.8 - Comprehensive Health Education.

Note: Although the Governing Board has discretion under 42 USC 1758b to determine specific policies appropriate for its schools, 7 CFR 210.31, as renumbered by 81 Fed. Reg. 93792, provides a framework and guidelines to assist districts in establishing their student wellness policies, including minimum content requirements, assurance of stakeholder participation in the development and updates, and periodic assessment and disclosure of compliance with the district's wellness policy. The U.S. Department of Agriculture (USDA) and Centers for Disease Control and Prevention (CDC) provide resources and implementation tools on their web sites. In addition, CSBA's Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide summarizes research on the relationship between nutrition and physical activity and student achievement, provides worksheets for policy development, and contains other resources that may be useful in the development of the wellness policy.

Note: The following paragraph links student wellness with the components of a coordinated school health approach recommended in the California Department of Education's (CDE) Health Framework for California Public Schools and may be revised to reflect district practice.

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6164.2 - Guidance/Counseling Services)

School Wellness Council

Note: 42 USC 1758b and 7 CFR 210.31 require that districts permit specified stakeholders to participate in the development, implementation, and periodic review and update of the district's wellness policy. One method to achieve continuing involvement of those groups and other key stakeholders is through the creation of a school wellness council, as recommended in the CDE's Health Framework for California Public Schools. Pursuant to Government Code 54952, committees created by formal action of the Board are subject to open meeting laws (the Brown Act); see AR 1220 - Citizen Advisory Committees.

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.31)

Note: The remainder of this section is optional and may be revised to reflect district practice.

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and

programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

Note: 42 USC 1758b and 7 CFR 210.31 mandate that the district's wellness policy include goals for the activities specified below.

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.31)

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

Note: The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School

Note: 42 USC 1758b mandates that the district's wellness policy include nutrition guidelines that are consistent with federal nutrition standards, as specified below. Also see AR 3550 - Food Service/Child Nutrition Program.

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

***Note: The remainder of this section provides policy language to address this mandated topic

and should be revised to reflect district practice.***

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to 42 USC 1758, schools participating in the National School Lunch Program are required to make free drinking water available for consumption at locations where meals are served during meal service. In addition, Education Code 38086 requires all California schools to make free drinking water available during school meal times, unless the Board adopts a resolution demonstrating that the district is unable to comply due to fiscal constraints or health or safety concerns. See AR 3550 - Food Service/Child Nutrition Program for policy language related to these requirements. Also see CSBA's policy brief Increasing Access to Drinking Water in Schools for further information and sample strategies for providing water and encouraging consumption. Information on potential funding sources to comply with the potable water requirement is available on the CDE web site.

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

Note: Pursuant to 7 CFR 210.31, districts are mandated to include, within the wellness policy, standards for all foods and beverages which are made available to students outside the district's food services program (e.g., sales through vending machines, student stores, and fundraisers). Nutrition standards and other requirements pertaining to such food sales are addressed in AR 3554 - Other Food Sales.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

(cf. 3312 - Contracts)
(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Note: Pursuant to 7 CFR 210.31 and Education Code 49431.9, as added by AB 841 (Ch. 843, Statutes of 2017), only those foods and beverages that are allowed for sale on campus during the school day may be marketed within the district. This prohibition includes the advertising during the school day on any property or facility owned or leased by the school district or school and used for school-related activities, including, but not limited to, school buildings, athletic fields, facilities, signs, scoreboards, or parking lots, or any school buses or other vehicles, equipment, vending machines, uniforms, educational material, or supplies. Also see BP 1325 - Advertising and Promotion.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (Education Code 49431.9; 7 CFR 210.31)

(cf. 1325 - Advertising and Promotion)

Program Implementation and Evaluation

Note: 42 USC 1758b and 7 CFR 210.31 require the district to identify an individual with the authority and responsibility to ensure that each district school complies with the wellness policy. The Analysis of Comments to the federal regulations, 81 Fed. Reg. 50151 pg. 50155, recommends that districts provide a means of contacting the designated individual by providing a district or school phone number and/or email address.

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31)

(Title or Position)

(Phone Number)

(Email Address)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

Note: 42 USC 1758b and 7 CFR 210.31 require an assessment of the implementation and compliance of the wellness policy, as specified in the paragraph below. At its discretion, the district may revise the following paragraph to reflect a more frequent schedule.

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

Note: 42 USC 1758b requires that the district assessment include a comparison of the district's policy with model wellness policies. See the USDA's web site for model policies and best practices recommended by federal and state agencies and nongovernmental organizations.

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

Note: Items #1-9 below are optional and may be revised to reflect district practice. For further information about the following indicators and a list of other possible indicators, see CSBA's Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies. The guide also describes possible data sources that may be used for each indicator and includes a sample report format. Indicators selected by the district may include a mix of process measures (e.g., level of student participation, number of classes, staffing, and costs) as well as outcome measures that assess the policy's impact on students (e.g., physical fitness test results, Body Mass Index, and food choices).

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program

4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

Note: In addition to the district self-assessment described above, 7 CFR 210. 18, as amended by 81 Fed. Reg. 50151, requires that the CDE conduct administrative reviews of all districts at least once every three years to ensure that districts are complying with their wellness policy. See section "Records" below for information about records that may be required for this assessment. The USDA's Food and Nutrition Service may grant a one-year extension to the CDE's three-year review cycle if needed for efficient state management of the program.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

Note: Pursuant to Education Code 49432, 42 USC 1758b, and 7 CFR 210.31, the district is required to inform the public of the content and implementation of the wellness policy and the district's progress towards meeting the goals of the policy, as described below.

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available to the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.31)

(cf. 5145.6 - Parental Notifications)

Note: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Note: As amended by SB 1169 (Ch. 280, Statutes of 2016), Education Code 49432 no longer requires schools to post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or other central eating areas. Education Code 49432 continues to authorize, but does not require, schools to post a summary of nutrition and physical activity laws and regulations. The following paragraph is optional.

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

Note: 7 CFR 210.31, as added by 81 Fed. Reg. 50151, requires the district to retain records to document compliance with the federal regulation. The following paragraph outlines the records that, at a minimum, must be retained by the district.

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
38086 Free fresh drinking water
49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49562 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51210.1-51210.2 Physical education, grades 1-6
51210.4 Nutrition education
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51798 School instructional gardens
51880-51921 Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j National School Lunch Program, especially:
1758b Local wellness policy
1771-1793 Child Nutrition Act, especially:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.33 National School Lunch Program, especially:
210.31 Wellness policy
220.1-220.22 National School Breakfast Program
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016
Increasing Access to Drinking Water in Schools, Policy Brief, April 2013
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies,
rev. 2012
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012
Physical Activity and Physical Education in California Schools, Research Brief, April 2010
Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009
Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009
Physical Education and California Schools, Policy Brief, rev. October 2007
School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CALIFORNIA PROJECT LEAN PUBLICATIONS
Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006
CENTER FOR COLLABORATIVE SOLUTIONS
Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, rev. 2012
FEDERAL REGISTER
Rules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS
Fit, Healthy and Ready to Learn, rev. 2012
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Dietary Guidelines for Americans, 2016
WEB SITES
CSBA: <http://www.csba.org>
Action for Healthy Kids: <http://www.actionforhealthykids.org>
Alliance for a Healthier Generation: <http://www.healthiergeneration.org>
California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
California Department of Public Health: <http://www.cdph.ca.gov>
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>
California School Nutrition Association: <http://www.calsna.org>
Center for Collaborative Solutions: <http://www.ccscenter.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Dairy Council of California: <http://www.dairycouncilofca.org>
National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>
National Association of State Boards of Education: <http://www.nasbe.org>
School Nutrition Association: <http://www.schoolnutrition.org>
Society for Nutrition Education: <http://www.sne.org>
U.S. Department of Agriculture, Food Nutrition Service, wellness policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>
U.S. Department of Agriculture, Healthy Meals Resource System:

<http://healthymeals.fns.usda.gov>

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GUSD

Board Policy

Student Wellness

BP 5030

Students

Note: The Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) repealed 42 USC 1751 Note and added 42 USC 1758b which mandates each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1791), including the School Breakfast Program, to adopt a district-wide school wellness policy. The following policy fulfills this mandate and should be revised to reflect district practice. Other policies in the district's policy manual will likely contain additional provisions supporting this wellness policy, such as BP 3312 - Contracts, BP/AR 3550 - Food Service/Child Nutrition Program, BP/AR 3553 - Free and Reduced Price Meals, BP/AR 3554 - Other Food Sales, BP/AR 6142.7 - Physical Education and Activity, and BP/AR 6142.8 - Comprehensive Health Education.

Note: The following paragraph links student wellness with the components of a coordinated school health approach recommended in the California Department of Education's (CDE) Health Framework for California Public Schools and may be revised to reflect district practice.

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

School Health Council/Committee

***Note: 42 USC 1758b, as added by P.L. 111-296, requires that specified stakeholders be permitted to participate not only in the development of the district's wellness policy, but also in its implementation and periodic review and update. The list of stakeholders

has been expanded to include physical education teachers and school health professionals.***

The Superintendent or designee shall permit parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b) **The district's School Site council (may include additional members- such as school board members), will serve as the District Health Council.**

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Nutrition and Physical Activity Goals

Note: 42 USC 1758b, as added by P.L. 111-296, mandates that the district's wellness policy include goals for nutrition education and physical activity, as specified below.

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. (42 USC 1758b)

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

The minimum requirements for physical education are:

- All K-12 students (including students with disabilities and/or special health-care needs and those in alternative educational settings) will receive physical education instruction as designated (EC sections 51210, 51222, and 51223):
 - A minimum of 200 minutes for every 10 school days for students in grades 1-6
 - A minimum of 400 minutes for every 10 school days for students in grades 7-12
- Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program. (EC Section 51241)
- Physical education instruction is delivered by a teacher credentialed to teach physical education. Multiple Subject teachers are credentialed to teach physical education to their class. (EC Section 44203)
- School districts will administer a physical fitness test annually to all students in grades five, seven, and nine during the months of February, March, April, or May. (EC Section 60800)

- Students will receive their individual fitness test results upon completing the test. (EC Section 60800)
- Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) as punishment. (EC Section 49001)

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program. Nutrition education also may be offered through before- and after-school programs.

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

Nutritional Guidelines for Foods Available at School

Note: 42 USC 1758b, as added by P.L. 111-296, mandates that the district's wellness policy include nutritional guidelines, as specified below. P.L. 111-296 repealed the separate requirement that mandated the district's policy to include guidelines for federally reimbursable meals, but now requires that the guidelines for all foods available at school must be consistent with 42 USC 1773 and 1779. Nutritional standards are described in AR 3550 - Food Service/Child Nutrition Program and AR 3554 - Other Food Sales.

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

***Note: The remainder of this section provides policy language to address this

mandated topic and should be revised to reflect district practice.***

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

The Superintendent or designee shall encourage school organizations to use healthy food items or **(preferably) non-food items for fundraising purposes**. He/she also shall encourage school staff to avoid the use of non-nutritious foods and **preferably not use food as a reward** for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. **Class parties or celebrations shall be held at least two hours before or two hours after the lunch period.**

Program Implementation and Evaluation

The Superintendent shall designate one or more district or school employees, as appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)

Note: 42 USC 1758b, as added by P.L. 111-296, requires that the district periodically provide an assessment of the implementation of the wellness policy, including comparison of the district's policy with model wellness policies. 42 USC 1758b requires the USDA to provide model policies and best practices recommended by federal and state agencies and nongovernmental organizations; see the USDA's web site.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

To determine whether the policy is being effectively implemented district-wide and at each district school, the following indicators shall be used:

1. Number of minutes of physical education instruction offered at each grade span
2. Results of the state's physical fitness test
3. An analysis of the nutritional content of meals served based on a sample of menus
4. Student participation rates in school meal programs, compared to percentage of students eligible for free and reduced-price meals
5. Number of sales of non-nutritious foods and beverages in fundraisers or other venues outside of the district's meal programs
6. Any other indicators recommended by the Superintendent and approved by the Board

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Legal Reference:

EDUCATION CODE

- 33350-33354 CDE responsibilities re: physical education
 - 49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
 - 49490-49494 School breakfast and lunch programs
 - 49500-49505 School meals
 - 49510-49520 Nutrition
 - 49530-49536 Child Nutrition Act
 - 49540-49546 Child care food program
 - 49547-49548.3 Comprehensive nutrition services
 - 49550-49561 Meals for needy students
 - 49565-49565.8 California Fresh Start pilot program
 - 49570 National School Lunch Act
 - 51210 Course of study, grades 1-6
 - 51220 Course of study, grades 7-12
 - 51222 Physical education
 - 51223 Physical education, elementary schools
 - 51795-51796.5 School instructional gardens
 - 51880-51921 Comprehensive health education
- ##### **CODE OF REGULATIONS, TITLE 5**
- 15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially:
1758b Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

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Building Healthy Communities: A School Leader's Guide to Collaboration and
Community Engagement, 2009
Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief,
2009
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and
Guide, 2007
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev.
October 2007
Physical Education and California Schools, Policy Brief, rev. October 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev.
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School-Based Marketing of Foods and Beverages: Policy Implications for School Boards,
Policy Brief, March 2006
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Grade Twelve, 2009
Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical
Education, January 2005
Health Framework for California Public Schools, Kindergarten Through Grade Twelve,
2003
CALIFORNIA PROJECT LEAN PUBLICATIONS
Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October
2006
CENTER FOR COLLABORATIVE SOLUTIONS
Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices
in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March
2010
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and

Planning Guide, 2005

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local
Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division:
<http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity:

<http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

(11/05 11/07) 7/11

GUSD Adopted July 11, 2012

SUBSTITUTE TEACHER PAY RATE SURVEY – Updated Feb 2018

District Name	Full Day	Half Day	Long Term Rates	Day	Changes/Comments
Alexander Valley	\$150.00	Pro-rated	None		VI
Bellevue	\$150.00	\$85.00	185.00	10 th	
Bennett Valley	\$120.00	\$65.00	\$140.00	21 st	
Cinnabar	\$115.00	\$70.00	\$130.00/\$80 am/\$70pm	20 th	Increased 7/1/16
Cloverdale	\$160.00	\$80.00	\$170.00	11 th	Increased Nov 2016
District Retiree	\$190.00		\$180.00	21 st +	
Cotati/RP	\$120.00	\$70.00	\$135.00/ \$80.00	11-20	Increased 11/1/16
			1st Salary Schedule	21 st	
District Retiree	\$135.00	\$75.00	\$155.00/\$90.00	11-20	Up to 11F on Salary Schedule
Dunham	\$150.00	\$84.00	\$170.00	31 st	Increased 1/12/2016
Forestville	\$115.00	\$65.00	\$125.00	21 st	
Ft. Ross	\$130.00	\$70.00			
Geyserville	\$130.00	\$70.00	\$150.00	21 st	
Gravenstein	\$130.00	\$70.00	\$140.00	11 th	Increased Feb 2017
			\$150.00	21 st	
			\$200.00	31 st	
Guerneville	\$120.00	\$80.00	\$145.00	21 st	
Harmony	\$117.00	\$65.00	\$130.00/ \$65.00	21 st	
Healdsburg	\$140.00	\$90.00	\$155.00	11 th	Increased 1/4/16
			Salary Schedule	21 st	
Horicon	\$150.00	\$75.00	Salary Schedule	20 th	
Kenwood	\$145.00	\$75.00	\$170.00/\$85.00	11 th	Increased Oct 2016
Liberty	\$115.00	\$70.00	\$125.00	16 th	Increased 1/1/15
			\$135.00	31 st	
Mark West	\$140.00	\$87.00	\$170.00	21 st	
Monte Rio	\$125.00	\$71.43 am \$53.37 pm			
Old Adobe	\$130.00	\$70.00	\$150.00	40 th	Increased ?
Petaluma	\$120.00	\$70.00	\$135.00/\$80.00	11 th	
			\$180.00/\$100.00	21 st	
Piner-Olivet	\$150.00	\$100.00	\$160.00 – Short Notice		
			\$160/\$110	11 th	
Rincon Valley	\$120.00	\$75.00	\$160.00	6 ^h	
Preferred Sub	\$140.00	\$80.00			By invitation
Roseland *	\$145.00	\$95.00	Salary Schedule	30 th	
Santa Rosa	\$140.00	\$91.00	\$150.00	1 st	Increased 10/1/15
			\$170.00	6 ^h	
SCOE	\$155.00	\$90.00	\$165.00	16 th	Increased 8/1/16
Sebastopol	\$125.00	\$70.00	\$150.00/pro-rated	21 st	Updated Feb 2018
SUSD Retiree	\$135.00	\$80.00	\$160.00/pro-rated	21 st	
Sonoma Valley	\$145.00	\$85.00	\$165.00/\$95.00	11 th	
			\$209.00/ \$105.00	21 st	
Twin Hills	\$125.00	\$65.00	\$150.00/ \$75.00	31 st	
Two Rock	\$120.00	\$75.00	\$135.00/\$80.00	11 th	Increased May 2016
			\$150.00/\$90.00	21 st	
Waugh	\$140.00	\$85.00	\$170.00/\$85.00	20 th	Increased 2016
West Side	\$145.00	\$90.00	\$165.00	11 th	
West Sonoma	\$130.00	\$95.00	\$140.00/\$105.00	21 st	
Wilmar Union	\$135.00	\$70.00	\$135.00	1-15	
			\$150.00	16-30	
			\$160.00	31 st	
Windsor	\$140.00	\$87.00	\$159.00		
District Retirees	\$154.00	\$96.00	\$175.00		
Wright	\$145.00	\$85.00	\$155.00	11 th	
			Salary Schedule	30 th	

* increased to \$155

V.F